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ABSTRACT

This document is a guidebook for counselors working with Black and Hispanic American women, women reentering the workforce, and underemployed/career-changing women. The material contains workshop designs, activities, checklists, readings, techniques for recruiting women, and other community outreach suggestions. Topics covered included evaluation, developing an employment resource and training service, suggestions for conducting a self-directed job search workshop, and the basic model workshop for employment skill training for the underemployed or career-changing women. Modification workshops are suggested for the minority career seeker, the job seeker, the re-entry woman, the nontraditional job seeker, faculty, and families of women employment seekers. Materials provide a step-by-step procedure for conducting the workshops. Many handouts or forms that can be reproduced and given to participants are included, along with a bibliography. (KC)

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THE CAREER SHOPPER'S GUIDE

A Development Plan Manual
for
An Employment Resource And Training Service

by

THE WOMEN'S CENTER OF DALLAS

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This book is dedicated to

OURSELVES

Because we did it! . . .

And out of love and care for all the women
Who've been there – and looked for alternatives
Who are there now – reveling in change
Who will be there – pushing the future expectantly
and thereby
changing their world

4

AND A WORD OF THANKS TO . . .

ALL OF THOSE FANTASTIC PEOPLE WHO HELPED. . .

Each and every: Workshop participant
Community and civic organizaton
Staff member of the Women's Center of Dallas
Staff and faculty member of Eastfield College
Client Need and Business Survey respondents

Each and every: Author who has spoken, written, preached or published words of encouragement, insight, or benefit in the fields of women's issues, women's rights, and career counseling.

Each and every: Employer who believes and acts upon the belief that women CAN do the job

Each and every: Legislator who recognized the need for, who worked for, and who voted for legislation to help women secure their equal rights and equal status under the law; especially those who made possible the funding of the Women's Educational Equity Act

Each and every: President of the United States who signed the initial and continued funding for the Women's Educational Equity Act

Each and every: Woman who dreamed about, worked for, contributed to, and continues to support the birth and growth of the Women's Center of Dallas

Each and every: Person who has some way or somehow contributed to this total process but whom we may have unintentionally failed to mention

BUT VERY SPECIAL RECOGNITION FOR

THE WOMEN'S CENTER OF DALLAS

Gay Jurgens, Executive Director, 1976-1978
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THE PRINTER OF DALLAS – ZEBRA GRAPHICS

Clarita Robertson

AND "MACEO" – who lugged, carried, washed, protected, and encouraged as a ministry of God's love personified. Every Employment Resource and Training Service needs a Maceo!

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PREFACE

This book is the result of work accomplished through a grant from the Office of Education awarded to the Women's Center of Dallas. It is also the result of the dedication and concentraced energies of innumerable women who had a dream.

A small group of women met in June of 1971, and the Women's Center of Dallas was born. "They" said it would never last, only to watch the Center move almost every year – each time to larger quarters in response to increasing needs. Its growth has been erratic, its critics severe and its supporters enthusiastic. It has made its mark in the community. More importantly, it has positively touched the lives of thousands of women over these past years.

A non-profit organization, the Women's Center of Dallas is supported mainly by volunteer contributions and a membership group of subscribers. Its staff is made up of a very small core of paid personnel supplemented by many devoted volunteers. The stated purpose of the Center is "to change society's expectations of women through research, education, counseling and communication and to provide a forum to enable women to help themselves and each other." This it obviously does since it serves some 60,000 people a year, either in person or on the telephone, referring them to other agencies for help with financial, legal, employment or personal problems. Specifically, the Center functions as an information and referral service, provides employment information and employment training, conducts career focus and educational seminars on a wide range of topics, and offers a vast counseling service. It also publishes a newspaper, *Woman*.

Many of the women who came to the Center were seeking help in their search for better or more satisfying work/careers. Their needs and requests were the catalysts for the development of the Employment Information Service (EIS). Client contact for EIS has doubled each year of its existence and tripled in 1978, serving approximately 6,000 people in person and over 12,000 by phone.

Some of the women who came seeking employment assistance stayed on to be major creative contributors to EIS. Out of the personal experiences and needs of the women who came to the Center, an outline for an employment program grew. Wanting a program that would specifically benefit women, these workers gathered supplementary material. Research into books, articles and journals that could be helpful was pursued, digested, evaluated, and adapted to fit particular components for an overall approach. These women's work formed much of what is included here as the Basic Model.

The developers of EIS were paid staff, counselors, clients, volunteers, and countless women who passed through the Center. Each has knowingly and unknowingly been a contributor to the development of this material. They stimulated thinking, shared ideas, and were willing guinea pigs in the experimental and developmental stages of the total EIS program.

We hope this book contains information and ideas that will be exciting to newcomers in the career field. For those developing a service for the first time, we hope it will eliminate a lot of extra work and frustration.

In reading and searching literature, a tremendous commonality was found among leading authors while each had something unique to contribute. When literature is read and working programs examined, a melding occurs. It becomes next to impossible to separate with exactness the sources and contributions of any one author or person. Ideas have been generated, blended with existing knowledge, and encased in the individual's creative packaging, and have emerged in some adapted form – like this book.

We therefore gratefully acknowledge the published giants in the field. We equally acknowledge those individuals who are not published or in the public eye but who have also contributed to this work. Help has been received from too many lives, too many materials, and too many organizations to make isolated claims. We trust only that this work will be found to be worthy in its usefulness, by expanding the availability of important career information. We have conscientiously tried to give credit where credit was due. If we have in any way unwittingly offended an author or used a source without proper recognition because of lack of knowledge of the original source, we apologize and ask for tolerance and understanding. As someone once said, there's really nothing new under the sun – only regenerated versions resulting from the wearing of time.

We are conscious of the sex-role stereotyping that has existed, and in many instances still does exist in published materials. The basic material incorporated in this book, with some adjustments, can be beneficial to men as well as women. It was, however, developed specifically for women under the guidelines fo the Women's Educational Equity Act. We have taken the liberty of using the generic "she" for most of these materials. If men reading it find this uncomfortable, we hope the discomfort may be the cause of enlightment and understanding into the years in which women have had to translate the generic "he."

There are probably errors in this work. There will be those who disagree with what was included or what was not included. We acknowledge the errors. We respect the individual's right to disagree, and we accept full responsibility for the editing of this material.

The project team was dedicated to its task and their hearts were sincere. We would want what we have attempted to do to be understood. More than that, however, we want it to encourage more women to take risks, to learn to build their own information networks and support systems, and to reach out to other women. We pray for the growth that comes from sharing the failures and the successes of active lives.

Gerri Hair
Project Director and Editor

INTRODUCTION

This project was developed by the Women's Center of Dallas under a grant awarded to them by the Office of Education, United States Department of Health, Education and Welfare,* funded through the Women's Educational Equity Act.

The major goal of the project was to produce a development plan manual for an Employment Resource and Training Service to be used by other women's centers, colleges and universities, state and local agencies, and volunteer organizations committed to educational and employment equity for women. It was to consist of a series of model programs of special services for women with particular employment needs resulting from past discrimination, sex-role stereotyping and sex-role socialization. It was to create models to facilitate entry and upward mobility for women in the labor market. Its object was not the immediate placement of women in jobs, although this is a factor for any organization in evaluating the ultimate effectiveness of an Employment Resource and Training Service.

The development plan was to contain, and this book includes:

- a client needs survey to define target populations and priority concerns
- a business needs survey for use with potential employers
- an organizational guide for establishing such a service
- suggested staffing patterns and revenue sources/fee schedules
- a wide range of potential program packages with evaluation instruments

The basic focus of the program components were fourfold:

- to allow women to explore career objectives, opportunities, and barriers to achievement
- to identify sex-role stereotypes, sex-role socializations, and past discrimination which inhibit achievement of career goals
- to analyze and evaluate one's own skills and past training, and if necessary to explore avenues for possible further training
- to develop short- and long-term employment goals and to develop an appreciation for one's own inventory of skills and priorities for the achievement of determined goals.

Replication of the project components with respect to the variety of target groups by other agencies/institutions will depend, of course, upon financial resources available, personnel available, and the philosophical commitment of the initiating body. Extensive computer services were not used. The instrument used can be either scored by hand or adapted to computer programming if desired.

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*Now the U.S. Education Department.

THE FORMAT

The decision was made to produce *The Career Shopper's Guide* in loose-leaf form. As experienced facilitators, we found this to be the best form to use for on-site work. It allows information to be updated easily. Material can be added, deleted, and moved to aid in keeping the manual current. It enables a trainer to personalize the manual to meet differing workshop needs and presentation styles.

Section titles are in boldface capital letters for easy access. With the exceptions of explanatory material or possible exercise handouts, all material has been printed to leave ample space at the left margin for personalized notes of the instructor. Special notes to instructors are highlighted in bold face.

By whom and where this manual will be used could not be pre-determined. We have, therfore, opted for general information, general guidelines, and basic outline forms as the most practical approach for a diversity of users. The section on the Organizational Guide and Cost Analysis is an example. Another is A Self-Directed Job Search, which is explained, shown in outline form, repeated in chart form, and presented in workshop form.

DEMONSTRATIONS

Due to time and budgetary limitations, the Basic Model could not be tested in all of the possible environments. The material is easy to work with, however, and there should be few problems in adapting it to other organizations. As an example, material for The Job Seeker was adapted to fit a specific client group of another social agency without difficulty. With some variations and material approached in a more limited and elementary manner, EIS developed the material into a Job Focus program for women who border on being hard-core unemployed. It has been adapted into a unique workshop called Career Alternatives for Teachers. The material in various forms has been presented successfully within local YWCA's and continuing education departments of county community colleges. With the addition or deletion of various "lecturettes" and some exercise substitutions, the Basic Model can be tailored to fit many other groups.

EASTFIELD COLLEGE, subcontractor for this grant and a member of the Dallas County Community College District, provided many services but especially the prime atmosphere in which to test the program's transferability into an educational environment. The basic program for EIS, Career Focus, incorporated many of the same elements of the Basic Model being designed. The Career Focus course was offered to students of Eastfield in a classroom setting over an eight-week period. No difficulties were encountered in this transfer application, and evaluation results of this program compared favorably with that of EIS and project workshops.

Participants of the Eastfield course had access to SIGI (System of Interactive Guidance Information), which is a computer-based system useful to people at many different stages of career decision making. The system is available to community people who participate in Eastfield College's career groups or to individuals by appointment through their counseling center. SIGI teaches a clearly defined structure of decision making which is tailored to the needs and circumstances the individual describes. Fifty previous EIS clients also participated in SIGI for comparison and evaluation to assist in the development of a full self-inventory component of the Basic Model.

SIGI is an excellent program for young students attempting to select educational career fields and courses. However, due to the age and educational levels of the adult participants in the project workshops and EIS, and of those enrolled in the test course offering, feedback indicated the most valuable segment of the SIGI program was information given on value systems and the choices it caused them to make. This information was incorporated in the Basic Model.

For complete information on SIGI, write the Director of Counseling, Eastfield College, 3737 Motley Drive, Mesquite, Texas 75149, or Educational Testing Service, Princeton, NJ 08540.

Workshops

An explanation of the design process and instructions on how to use the workshop guide immediately precede the workshop portion of this book. Assistance in the initial design process for some of the workshops was provided through Instructional Design Consultants of Eastfield College. Information for instructors only and for instructor training is included along with workshop logistics. Evaluation instruments are combined at the end of the evaluation section instead of following workshop models.

In the workshop portion of this book complete designs have been given. These include basic information for a specific section with related exercises immediately following. Rigid adherence to the "lecturettes" is not necessary. The suggested comments are provided to help inform and guide those who may want to use this material but who do not currently have a thorough background in or information on women's issues, and for those who may not be experienced facilitators. Additional reading from materials in the bibliography is advocated for those who have a major interest in and commitment to helping others, but who lack expertise in the current literature of the subject, as well as for those who have little or no training in the experiential mode of learning.

Time frames for the material are only guidelines. Depending on the make-up of any particular group of women, and the goals of the presenting organization, some time adjustments may be required. It may be helpful to know that in developing time segments for the workshops, the Client Needs Survey showed there was no one time better than any other to offer a course. During the recruiting process many potential participants expressed a desire to spend as little time as possible with the course regardless of personal needs; yet after having experienced the course, almost without exception the class participants and instructors expressed a desire and need for more time.

TARGET POPULATIONS

Workshops were designed to attract the following audiences:

1. The Underemployed/Career-Changing Woman - the Basic Model in this book and the primary operational model used by EIS, which is self-explanatory. In project demonstration, this model had the largest enrollment. Modifications of the Basic Model were made to fit the other client groups, which are:

2. The Black Career-Seeking Woman – designed for the Black woman who had a job but was seeking information to help her determine a working field which she could develop into a career.

3. The Black Job-Seeking Woman – developed for the woman who was unemployed and seeking an entry-level job with which to sustain living needs.

4. The Latina Career-Seeking Woman – adapted the Basic Model for employed Latinas seeking career fields or more satisfying positions.

5. The Re-Entry Woman – designed for those women seeking to re-enter the work force after a substantial absence.

6. The Non-Traditional Career-Seeking Woman – designed for those women thinking about the possibility of blue-collar work as an alternative work choice.

7. The Faculty – designed for faculty teaching technical or trade occupation courses were enrollment in the past normally included few, if any, women.

8. The Family – developed to assist various family members in understanding what situations and problems are faced by a working mother in the labor market today, and in an effort to build a more supportive system for a dual-career family.

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PARTICIPANT CRITERIA

A decision was made initially to work with homogenous groups in an effort to establish the strongest support system. Results of evaluation instruments following the workshops confirmed the validity of this choice. It was verbalized by the participants as one of the strongest points of the total experience.

Participants normally fell rather easily into one or the other of the various workshop models. Some additional information was sought in an effort to place people accurately into the workshop from which they could gain the most benefit and share the largest common interest. These criteria are included in the Evaluation section.

The biggest difficulty encountered in determining participant criteria was in securing time commitments. Potential participants were asked to commit themselves to a full time frame. In order to assess any measurable change either in attitude or knowledge, it was necessary for participants to complete the workshops.

All those who registered agreed to this commitment and expressed an understanding of the need for it. In spite of this, some participants did not complete the course. There was no charge or fee for these workshops, only a commitment to attend all sessions. Our recommendation to future users of this process would be to require a small, non-refundable fee.

RECRUITING METHODS

The best results for recruiting participants into the workshop models were gained through the individual efforts of the intake counselors working off leads from people in the Women's Center and other organizations.

Commercial ads were placed in the large metropolitan papers. While the ads yielded some inquiries, the actual number of people enrolled from this source was minor. The Client Needs Survey was an added means of recruiting. The project staff worked closely with contact people in the various community organizations (see Community Resources) to explain the purposes of the program and the need for it, and to encourage them to identify and refer possible participants. Again, the number of people enrolled from referrals by organizations was minimal.

The intake counselors were caring, informed individuals who had the ability to listen closely to the needs of each person inquiring about the program and to assist her in selecting the right workshop. A considerable amount of sensitive, light counseling was required, so intake counselors had a wide range of knowledge about other city and county services.

LOCATIONS

Locations for the various workshops were determined as a result of data received from the Client Needs Survey. Available space, cost, parking, and transportation were considerations in selecting workshop locations as well as accessibility to the specific client group. The largest number of potential clients for the non-traditional course were identified as living in or around the geographic service area of Eastfield College, so this course was held on campus. As subcontractor, Eastfield also offered a large technical-trade occupational division, which allowed for the additional demonstration of the faculty workshop model. The family workshop was held at a commercial motel location near the central city. Other workshops were held at the Women's Center, at other college campuses, and at local community centers.

BIBLIOGRAPHY

The bibliography included in this guidebook is extensive but certainly not all-inclusive. It is suggested that limited selections from this list be compiled and included in participant packets to assist those who may want to pursue further study in the area of life/career planning.

COMMUNITY RESOURCES

It is very important to develop strong, positive working relationships with other community organizations for any Employment Resource and Training Service to be successful. Unfortunately, most service organizations cannot provide total care for their clients; but fortunately, clients and agencies can refer to other organizations which can complete a full circle of services.

The purpose of this section is to provide hints on possible organizational contacts. Knowledge of what services are available in your area can be very important to a smooth-running operation. Choosing organizations with which the closest alliances will be developed depends largely on the type of clientele to be served.

There are four primary reasons for establishing working relationships with other community resources.

1. Needs Assessment

In obtaining information about what needs are most prevalent in your community, knowledge of other services is essential. You may determine that a crying need for one segment of the population is accurate birth control information. If there are one or more reliable sources for this information in your community, the problem may not be lack of accurate information but lack of accessibility to it. Without an accurate picture of what is available in the area, a needs assessment may be distorted, resulting in duplication of efforts. Other agencies may already have done some research into community needs. The sharing of information and results can save time and effort for all concerned.

2. Recruitment

Knowledge of other organizations and agencies in the community can also save time in recruiting participants for workshops or other services or clientele. If workshops are specifically designed for degreed or management participants, as an example, publicity can be directed to those organizations most likely to have this type of client flow.

3. Information and Referral

By establishing contacts with other organizations and keeping mutually updated information, appropriate referrals are possible and of great benefit to clients. For example, one of your clients may have a relative or friend in need of assistance whom you cannot help directly but who can be referred to another organization for assistance. In order to refer successfully, it is necessary to be aware of an organization's services, eligibility criteria, fees, location and other pertinent data. In return, other organizations should reciprocate by keeping up to date on services provided by your group.

4. **Current Resources**

A variety of knowledge and experiences benefits both clients and organizations. Maintaining regular contact with other community resources can assist in disseminating this wealth of information to as many users as possible. New theories, practices, workshops, job possibilities and funding sources are just a few of the kinds of information that are part of an effective and current communication network among organizations.

Competition can arise regarding new funding sources, marketable workshops, etc. Keep in mind that a certain degree of competition is necessary to encourage higher standards of quality. Unrealistic or jealous competition, however, can result in withholding valuable information, which will eventually negatively affect the benefits provided to clients.

Again, maintaining a clear, up-front relationship with other community resources in your area, to share beneficial data, will assist you and the client population your organization is committed to serve.

Possible Resources

In establishing contact with other organizations for this grant, hundreds of contacts were tallied. It would be unrealistic to list all these resources, and unproductive, as many of the organizations are local without counterparts in other sections of the country. However, particularly for the novice, a range of general sources may help stimulate the exploration of your community, from which services and organizations with whom you may want to establish contact can be identified.

The Yellow Pages

Many organizations are listed under social service organizations, professional associations, charitable institutions, crisis intervention services, youth organizations, etc.

The White Pages

Check the listings that begin with the name of your city/county, "women," and the title of the trade/business you think could provide information or recruits. Examples: Dallas Business and Professional Women's Club, Women in Communication,

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Photographers Guild of Dallas, Texas Association of Entrepreneurs, American Association of Retired Personnel.

Churches/Synogogues

The religious preference or demonination of clientele should be irrelevant to planning needs. However, knowing the demographic data (socio-economic level, geographic area, etc.) of particular congregations may help in recruiting, needs assessment, etc. Be aware that many churches provide auxiliary services such as child care facilities, evening classes, counseling services and others which can benefit recruiting, information and referral.

City/County/State Personnel Departments

Many cities receive CETA funds or other grants focusing on specific client groups, i.e., women interested in pursuing technical/trade occupations. Contact these local government offices to determine what programs are in existence of use in needs assessment, etc.

National Organizations/Programs

Locate special programs and organizations affiliated with or funded by state and federal governments such as the Minority Women Employment Program, the Women's Bureau of the Department of Labor, the Bureau of Apprenticeship and Training.

Business Establishments

If your organization is especially interested in working with underemployed women, or those who might be interested in non-traditional careers but have not been given the opportunity to see that as an option, look for the places these potential clients could be . . . stores, coffee shops, banks, beauty shops, bowling alleys, drug stores, grocery stores, laundromats, boutiques, etc. Remember that women who are underemployed do not seek assistance from employment programs because they think they must be unemployed to be eligible. Try to establish contact with a manager or owner who will allow the distribution of surveys, put up posters advertising your services/workshops, and help publicize your services in other ways. Try to locate establishments which reflect the minority composition of your community.

Clubs and Organizations

Some possible organizations you may want to establish contact with are business and professional women's clubs (often there are several chapters in large metropolitan areas); associations with concentrated minority memberships such as Hispanic

Women's Clubs and the NAACP; and women's organizations or professional organizations such as the National Secretaries Association, League of Women Voters, Junior League, Girl's Club, N.O.W., the National Association of Social Workers, Marriage and Family Counselors, and Personnel Guidance Associations.

Non-Profit Organizations

Agencies or organizations in or near your area which can be valuable contacts are the YMCA, YWCA, libraries (who often have classes of interest to adults), community centers and day-care centers (these have a wealth of potential workshop recruits), and community colleges/universities. Chambers of commerce (in large cities there are several, some minority specialized) can provide additional contacts.

EVALUATION

As defined in most planning and problem-solving methods, evaluation is a key component in any successful programming. Whether you are an individual or an organization developing an Employment Resource and Training Service, it is essential for program and client success that some evaluative measures be used.

Evaluation instruments and systems need not be complicated or threatening. A graduate degree in systems analysis is not needed to evaluate your efforts in career development. What are you doing in reality is developing a self-correcting system.

From a program standpoint, let's assume that you have formulated clear objectives for your service. In developing a self-correcting system of evaluation, you are trying to be sure you meet those objectives. If evaluation of program staff or services indicates that the objectives are not being met, use that as productive information to create changes which will allow you to meet the objectives or determine how they should be refined.

From the viewpoint of the client, feedback and evaluation regarding her progress within the program is valuable. Part of learning is not only experiencing activities but also using some process to internalize the learning. By using pre/post surveys and workshop evaluations (but not to the exclusion of verbal evaluation and processing at the end of sessions) you can assist participants in focusing on what they have learned and in what other areas of life they may utilize the information.

Validation instruments for this project were meant to address the progress of participants in defining career goals, developing a higher degree of self-esteem and establishing a job search procedure. Some of the tools used in this project are outlined. Additional documents may be valuable as you gather data to support the needs and results of your service.

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Please keep in mind that evaluation instruments should be geared specifically to your objectives and needs for input. What may be useful for one program may not elicit the necessary information for another. While evaluation instrument design and interpretation can be accomplished by novices, please review survey and research literature before actually beginning your program. The following ideas and suggestions are only general reminders, not thorough instructions on the development of evaluation tools.

Client Needs Survey

As you think about the needs and problems affecting women and their employment efforts, you will need to decide which of the needs you believe you can meet. Please be fair to your potential clientele and take the time to research a true picture of who your clients are and what their real needs are. Chances are that many of your original assumptions will be proven true, but you may have some surprises.

A useful tool in determining the "true picture" is a Client Needs Survey (CNS). This survey is an evaluation instrument to provide you with data concerning your target population – the group of people you intend to work with. Add or delete questions which meet your information needs. When developing additional questions, or questions for other instruments, keep these general guidelines in mind:

1. Decide whether you'll get the best information from open-ended or closed questions. Open-ended questions allow for sentence or explanatory answers; closed questions require only a one-word or one-figure response. Will "yes" or "no" suffice or will a Likert scale be better (i.e., setting a numerical range such as the following)?

Strongly Agree			Strongly	Disagree
1	2	3	4	5

2. Avoid double-barreled, closed questions . . . don't use "and/or questions" that require yes/no answers. For example, "Do you have a job and are you seeking a career change?" A person could answer yes to the first part and no to the second part. If this were an open-ended question, you could add a "please explain" after the question. It is best, however, to separate questions such as these for the purpose of clarity.

3. Field test your questions by having people respond to them and then describe to you how they interpreted the questions. Their marked answers and their verbal responses should match your expectations for each question. If not, re-word the question or

statement until it does ask for the information you are seeking. This is a critical step, particularly in establishing appropriate jargon for questions. You do not want questions developed at a college reading level if your target group is anticipated to have an eighth-grade reading level or vice versa. (There should be experts in your local school system that can assist you in determining the reading level of the material you develop.) You may also want to enlist the help of cooperative co-workers of persons representative of your target group to field test your questions and statements.

4. Include descriptions and samples of how to answer questions. For example, most questions can be answered by "circle one," "rank order," "describe," etc. Use a sample question and answer for each different format you use.

Generally, there will be certain categories of information you will require for program development. Again, it is important for you to add or delete categories specific to your program needs.

A. Demographic data – age, sex, marital status, income, educational level, and other demographic data about your potential clients may assist you in designing programs suitable to specific groups. Geographic locations and transportation needs of clients may be important to you in establishing accessible workshop/services locations. Names of respondents normally are not necessary unless you intend to do some type of follow-up with specific respondents. In that event, you can provide a space for names or code each survey with a particular number or letter for each respondent. When the survey is returned, you can cross-reference the code to obtain the respondent's name. Be aware that confidentiality of information may be a factor in the number of responses you receive.

B. Previous/current employment history – information regarding what and how many jobs have been held in what fields, reasons for working, reasons for wanting a change, etc., also allow you to gear programs to specific groups. For example, if most of your respondents have been involved in industrial production work and indicate a desire to move into professional occupations, you may want to explore management training techniques, office procedures, and other information that will assist these clients in making the transition from one job field to another.

C. Employment-seeking needs – This category of information can provide you with data on which pre-employment skills are needed and at what level, such as skill identification, resume writing, researching, and dealing with sexual harassment on the job.

A copy of the Client Needs Survey used in this WEEA project for the Women's Center of Dallas is included in the back of this section. It was written at the eighth-grade reading level and distributed to those potential clients as outlined for the workshop target populations. Dissemination points covered the majority of organizational categories suggested in the Community Resources section of this manual. Special attention was given to those sources identified as having a client flow which would fit into the target population categories.

In identifying dissemination points, several processes were used. Identification of specific target groups was made with clear definitions of each. We next identified where we could best get to that client group. Contact was made with as many organizations as possible. Generally, each contact was asked for additional resources or hints on where to distribute the survey; thus our list of dissemination points grew into the hundreds. Not all potential distribution points are willing to distribute surveys, so be prepared for a certain amount of rejection.

What can you consider a successful return? Even experts disagree on this subject. If your survey is a mail-out, a 1% return rate is considered by some to be good. Generally, a 3%-4% return rate is considered significant. In distributing the Client Needs Survey we found that personal contact yielded the best results. Our mail-out (including feminist publications) yielded a 3.2% return. From our visits with agency/organization heads, describing the purpose of the survey and requesting their assistance in distributing it, we got a 38% return. If your staff has the time to stay at various agencies distributing the survey themselves, rather than through agency workers, the response rate will probably increase. For more information on how to decide how many surveys to send out so that you get a significant return, contact a cooperative researcher at a nearby university and review some of the research resources available. Designed for computerized scoring and interpretation, the CNS can also be hand-scored and tabulated.

Intake/Recruiting Form

Many organizations may see a need to develop an intake or recruiting form which will provide accurate record keeping regarding clientele. An intake form can be a simply designed sheet in a telephone message format, or it can be more complex depending on whether or not the majority of the information is secured by phone or in person. An intake form usually has certain demographic data about the client; what information, assessment or referral services have been/will be given; and fees paid and dates of contact. The amount of data requested depends on what you need for your record-keeping purposes. See the end of this section.

The Vocational Diagnostic Profile can be used as an intake form or as a pre/post instrument. As an intake form, the profile can be used to determine which classes are specifically needed for your clients depending on which items are marked.

A recruiting form may be especially helpful if you intend to present workshops designed for homogenous groups; that is, workshops designed specifically for the underemployed, a minority group, blue-collar workers, etc. It is best to establish eligibility criteria for each workshop (what qualifies a person for enrollment in a particular workshop) to facilitate recruiting procedures. For example, eligibility criteria for an underemployed/career-change workshop might include X number of years' work experience, dissatisfaction with current job position, interest in exploring other fields, need to work at a career level on a long-term basis, etc. In contrast, the eligibility criteria for a re-entry workshop might include X number of years out of the work force, never having worked outside the home, a particular age group, etc.

Once you have established key criteria that distinguish the participants of a homogenous group, a simple form listing all questions, keyed for each type of workshop, can be developed.

1. client has worked within past two years
2. client has never worked
3. client has been out of the work force for at least three years
4. client wants to change careers
5. client wants to advance to a higher level within same field
6. client wants information on non-traditional occupations

From this brief form you can see that statements 2 and 3 indicate the responent to these would best be in a re-entry workshop, whereas those responding to 1, 4, 5, or 6 would best fit into an underemployed/career-change workshop. Be aware, also, that regardless of how thorough you think you've been in the questioning and intake process, some mistakes will be made in assigning people to a particular group. It is impossible to get true information in some instances. Some clients will determine they are in the wrong group after the first workshop session. Some clients feel the need for help so strongly they will attempt to adjust their needs just to get into a workshop. The number that may be assigned erroneously is minimal and no cause for real concern. This is pointed out only for your general information about the process.

Pre/Post Instruments

A very useful evaluation tool is the pre/post measurement. This is an identically written instrument administered prior to any workshop activity; then the same tool is given again after the last session. The purpose of such an instrument is to measure the amount of learning or change as a result of the workshop experience. Two different forms were used in this project, one of which is included at the back of this section. Another survey that has been statistically validated and that you may want to consider is *Attitudes toward Women* by Spence (see bibliography).

Our preference in pre/post instrument development is to use a Likert scale as described in the CNS rather than a yes/no response. Whichever system you choose, pre/post instruments must have client names or identifying codes on them so that comparisons can be made for each individual client. For those who prefer not to use their own names, you may consider using a code number, a grandmother's maiden name, a social security number, or anything that will distinguish each individual's pre/post test.

The degree of positive or negative change between the two instruments gives you, and the client, valuable information regarding the degree of learning. This information will also assist you in determining to what degree you are meeting your objectives. If certain category ratings consistently indicate little change, you may want to re-examine and alter learning activities or other program components so that additional learning may occur.

Example:

Pre: I know the difference between a functional and a chronological resume.
Agree Disagree
1 2 3 4 [✓ 5]

Post: I know the difference between a functional and a chronological resume.
Agree Disagree
[✓ 1] 2 3 4 5

The rankings on the above question indicate positive learning regarding this particular program component. If participants consistently showed little progress, this section would need refinement in order to clarify the differences between the two types of resumes.

Negative changes can sometimes indicate that once a participant truly learns all that a particular item encompasses, she may feel less strongly about her answer.

Example:

Pre: I know which career field I want and how to enter it.
Agree Disagree
1 [✓ 2] 3 4 5

Post: I know which career field I want and how to enter it.
Agree Disagree
1 2 [✓ 3] 4 5

A response such as this may indicate that training activities have facilitated negative growth or that once the participant actually learned the information about her prospective field, she realized how much more she had to learn about it.

Workshop Evaluations

Most people who have ever attended any class, workshop, seminar, or government-funded presentation have been requested to complete a "final evaluation" – which really isn't "final." There is usually a follow-up. The overall type of instrument has a dual purpose: 1) to provide participants with an opportunity to focus on the learning events of the session and give feedback on what they have/have not received; and 2) to provide the session organizers and presenters with valuable feedback concerning facilities, activities, presenters, and whether or not session objectives were met.

There are innumerable formats possible for workshop evaluation. One that has been validated from over 40,000 respondents for a variety of workshops was developed by Dr. Earl McCallon of North Texas State University, Denton, Texas. This was the evaluation form used at the close of all workshops in this project. On the standard score chart of the Workshop Evaluation Scale, the career-seeking demonstration workshops ranked above average in all categories. Write for information and prices about the Workshop Evaluation Scale to Learning Concepts, 2501 North Lamar, Austin, TX 78705.

To develop your own, you may want to consider questions for categories such as:

- workshop presenters: knowledgeable about subject matter, presentation style, ability to involve group, flexibility
- workshop facilities: accessible, comfortable, a help or hindrance to workshop activities
- workshop activities: consistent with workshop objectives, useful or not useful, processed sufficiently
- clarity of goals, objectives, procedures
- applicability of learning acquired from workshop experiences
- suggestions for increased effectiveness

Question formats should be designed to provide you with accurate information. Use the guidelines for sentence and question structure described in the paragraphs on the Client Needs Survey. Regardless of format, be sure to give clear instructions for answering questions. Again, if you use different formats within the same evaluation form, give instructions and a sample for each different format. If you feel you may be working with a group that is not highly verbal, develop creative means of getting feedback. For example, the use of symbols or cartoon facial expressions may be more effective than words.

Follow-Up

A follow-up form is an evaluation instrument used within a specified time period following a workshop or seminar, usually one or more months. The purpose of the follow-up is to assess long-term effect on internalization of learning, attitude change and/or behavior change.

Due to the time lag between actual presentation and follow-up, it is sometimes difficult to receive a large percentage of return forms. Depending on your resources (time, money and staff), a phone call requesting the information may work best for you if your mail-in response rate is low.

Business Needs Survey

The purpose of the Business Needs Survey was to assess potential services which might be used by business firms in the community – and services to which the Women's Center could respond.

Mailed to a random sample of 500 Dallas-area businesses, the survey yielded a 15% return. The firms were selected from the *Executive Services Directory,* a Dallas County Business Guide, which lists all major businesses in the area by product/service, number of employees, officer positions and names, etc. There may be similar directories available for your community from which you can compile a business list or the local chamber of commerce can be of assistance.

The survey was intentionally mailed to a variety of officers from chair of the board through vice president down to personnel officer. An attempt was made to secure a balance between male and female respondents, along with a range in organizational size from small through extra large, including a diversity of product and service orientations. It was designed to protect the anonymity of respondents and to encourage a larger numerical return.

The survey was designed for computer scoring but it can be scored by hand. Information included in the Evaluation section for the Client Needs Survey relative to design is applicable here as well.

There were no surprises in the results of this survey, with the exception that feedback from responding firms indicated they obtained the majority of their personnel from classified ads. This appears to be in conflict with what has been said by experts in the career search/planning fields.

Hindsight experience indicates some needed changes. For example, an attempt to educate the public to your services and purposes while simultaneously asking them what their needs are can create a confused instrument. It most certainly can make the survey so lengthy that response may be discouraged. In the Business Needs Survey watch especially for ambiguous questions. In spite of your best efforts, questions will be misinterpreted by readers. Multiple answers were received when instructions clearly stated a request for only one reply. Also, survey replies indicated the majority of responding firms gave credit for volunteer experience in hiring evaluations. Our findings indicate that volunteer experience has not carried any weight in employment seeking, so the reliability of this response is questioned. Credit may be given, but it may not be viewed as valuable experience or applied as paid working experience in the hiring process. The question regarding the number of women currently employed needed clarification of the percentage employed in which positions. A simple, total percentage given did not provide definitive information. In asking how people learned about the Women's Center, for fun a choice of the *Wall Street Journal* and billboards were included. The Center had not advertised in either but replies were returned with these two marked.

Additional Resources

It would be overwhelming to attempt to cover in this manual all the points regarding evaluation instruments. Please examine research texts on survey development, questionnaire forms, evaluation, etc. These will be your best sources not only in developing evaluation instruments for your program, but also in the interpretation of data.

If your program budget allows, you may want to engage an evaluation consultant; if not, you may be able to recruit an evaluation consultant as a volunteer.

The Evaluation Consultant

Because the evaluation of social programs in many respects is a new science, assistance from competent evaluation consultants has not been easy to obtain. Fortunately the past decade has seen the rapid development of social program evaluation techniques and a corresponding increase in the number of evaluators available to project/program directors.

In choosing and judging an evaluation consultant, three considerations become paramount. These are the evaluator's training, experience in the field, and ability to work with people.

Good evaluation integrates several areas but particularly the areas of planning, logical analysis, and data analysis. Formal training in computers, statistics and evaluation research design is excellent; yet good training is no substitute for experience. Information on the potential evaluation consultant's experiences in evaluating similar projects should be collected and weighed heavily. While formal training generally focuses on common or general conditions that should be expected, experience teaches how to deal with the exceptions. Eventually every evaluation effort has unique aspects that must be accounted for in the design. It should not be forgotten that evaluators work with people as well as computers, questionnaires and rating scales. Consequently, evaluators must in the final analysis depend upon people to supply information either directly or indirectly. The quality of information obtained is in direct proportion to the favorableness of the working relationship between program personnel and the evaluator. Good human relations skills are a must for the evaluator.

The two most common sources for obtaining evaluation assistance are from private consulting firms specializing in evaluation services and from university faculties. In any case, the work to be performed by the evaluation consultant should be clearly specified in writing before any work is initiated. Each task to be performed by the consultant should be listed and time frames agreed upon by all persons involved in accomplishing the task. Written products should be specified where appropriate. Good, qualified consultants like to have a clear understanding of what is expected of them, and the project director is partially protected from the kind of consultant who likes to offer advice but never seems to produce a tangible product.

Be sure your evaluation consultant is a specialist in the field of evaluation. More than one project director has hired a very knowledgeable person to evaluate a project, only to find that the evaluator is a great addition to the program staff but doesn't know much about evaluation. The rule to follow is don't duplicate staff competencies but be sure to hire an evaluator if evaluation skills are needed. The additional expertise leads to higher quality program and evaluation efforts.

Unless the consultant just happens to be well versed in the specific field in which you are working, don't expect input about what's missing from or what's needed to complete your materials and project. Your designs will be viewed objectively and penetrating questions will be asked about your project that can assist you in arriving at your own solutions. You can get help in many areas from a reputable evaluator.

A final comment. Evaluation includes very subjective opinions as well as hard data generated from written instruments. This can account for a difference in views by different consultants, and it increases the importance of establishing an open, trusting relationship with the consultant of your choice.

While there are various references, you may find two basic publications of value: 1) *Encyclopedia of Educational Research* by Scarvia Anderson et al., Jossey-Bass, 615 Montgomery Street, San Francisco, Calif. 94111, ©1975; and 2) *Educational Evaluation: Theory and Practice* by Blaine Worthen and James Sanders, Charles A. Jones Publishing Company, Worthington, Ohio 43085, ©1973.

EMPLOYMENT INFORMATION SERVICE (EIS)
CLIENT DATA SHEET

Personal Data

Name______________________________ Date________________________

Address____________________________ Business Phone____________________

Home Phone____________________________

Marital Status **Sex**

Married__________ Divorced __________ Male______ Female______

Single__________ Separated__________

Widowed__________

Age

Under 20______ 20-30______ 31-40______ 41-50______ 51-over______

Ethnic Background

Black __________ Native American __________ Other______________

Chicana__________ Caucasian ______________

Educational Level **School Attended and Major**

High School____

College____

Degree

Bachelor's____

Master's____

Doctorate____

Previous Employment Titles **Volunteer Activities**

____

____

____

____

____

Employment Status

______First entrant to job market
______Displaced homemaker
______Re-entrant to job market
______Career changer
______Other

Current Employment____

Date Available for Employment____

VOCATIONAL DIAGNOSTIC PROFILE*

		Yes	No
1.	I know what will give me job satisfaction.	________	________
2.	I can write my own job description.	________	________
3.	I can label my individual skills, talents and interest – can transfer my skills to a new career.	________	________
4.	I can establish short- and long-range goals and understand the difference between compromise and sellout.	________	________
5.	I can compose a functional resume that complements my career objective.	________	________
6.	I can determine my career direction.	________	________
7.	I can compose a letter of introduction.	________	________
8.	I can handle resistance in an interview.	________	________
9.	I know what questions will be asked in an interview and what questions to ask.	________	________
10.	I can conduct a marketing analysis of available companies and institutions where my skills are employed.	________	________
11.	I can establish contact with a professional mentor.	________	________
12.	I understand EEOC regulations and know how to handle discrimination.	________	________
13.	I know the real difference between a job and career – I know the fundamentals of career development.	________	________
14.	I know how to set my priorities to combine a career with personal objectives.	________	________
15.	I am aware of available job openings for me in Dallas.	________	________

If you answered "no" to any of the above questions, check the corresponding statement number preceding each program session for additional help.

---

*Adapted from the Women's Center of Dallas, Employment Information Service.

		Yes	No
16.	I am prepared for a self-initiated job search.	________	________
17.	I need support from other women and an opportunity to discuss my career objectives with others.	________	________
18.	I would like to talk to a counselor individually about my vocational problems.	________	________
19.	I have specific questions that don't fit any session.	________	________

If you answered "yes" to any of the above questions, check the corresponding statement number preceding each program session for additional help.

ADDITIONAL RESOURCES AVAILABLE AT THE CENTER

Program Sessions

Note: The numbers below correspond to the areas of interest on the preceding Vocational Diagnostic Profile.

1, 2, 3, 4, 6, 13, 14, 17	Career Directions
11, 16, 17, 19	Vocational Problem Solving
5, 7	Resume Writing
8, 9, 1[illegible]	Interviewing
10, 11, 15, 16	Researching/Mentors and Contacts
2, 3	Labeling/Skills Transfer
12	EEOC Regulations
1, 4, 6, 13, 14, 17	Women's Issues and Answers – Career versus Job
10, 15, 16	Job Search
1, 3, 6	Testing
18, 19	Individual Vocational Counseling

PRE/POST ATTITUDE SURVEY

(Developed for use in Faculty Workshop at Eastfield College)

____
Your Mother's Maiden Name

Answer the questions below as quickly as possible with your first impression. Circle the answer that tells how you feel.

1.	A woman in the same occupational category as a man usually earns less income.	Yes	No	Not Sure
2.	Men and women should be given equal consideration in job promotions.	Yes	No	Not Sure
3.	When going on a date, men and women should share the expense.	Yes	No	Not Sure
4.	Certain types of work are more suited to men than women.	Yes	No	Not Sure
5.	Men are deprived of job opportunities by women who work.	Yes	No	Not Sure
6.	Intoxicated women are more offensive than intoxicated men.	Yes	No	Not Sure
7.	Men should make the decisions about how their family income is spent.	Yes	No	Not Sure
8.	Women should be given alimony only if there are children to support.	Yes	No	Not Sure
9.	A man should be given priority over an equally qualified woman applying for the same job.	Yes	No	Not Sure
10.	Women should pursue traditionally female occupations.	Yes	No	Not Sure
11.	Generally, a woman should not be allowed to keep her maiden name after marriage.	Yes	No	Not Sure
12.	Women who curse are more offensive than men who curse.	Yes	No	Not Sure
13.	In a two-career family, responsibility for most tasks (laundry, dishes) should be shared by both partners.	Yes	No	Not Sure

14. A woman who has a family and does not need to work should not pursue employment. Yes No Not Sure

15. The responsibility of caring for children should be shared equally by husband and wife. Yes No Not Sure

16. Children whose mothers work are more likely to be delinquents than children whose mothers do not work. Yes No Not Sure

17. Women should place more importance on raising children and running a home than on a career. Yes No Not Sure

18. The "obey" phrase should be removed from the marriage ceremony. Yes No Not Sure

19. Women who work seldom make a major contribution to family income. Yes No Not Sure

20. Qualified men and women should both be allowed to enroll in technical-occupational courses. Yes No Not Sure

21. Men should refrain from telling dirty jokes in the presence of women. Yes No Not Sure

22. Women who marry ought to quit working. Yes No Not Sure

23. Women are less reliable workers than men. Yes No Not Sure

24. It is more important for sons than daughters to attend college. Yes No Not Sure

25. Women are unable to learn the skills required for many technical-occupational jobs. Yes No Not Sure

For Instructors Only: Scoring Scale

1 = Favorable
– 1 = Unfavorable
0 = Not Sure

WORKSHOP FOLLOW-UP SURVEY

Name______________________________________ Home Phone________________

Address____

State City Zip

Please check the workshop you attended:

____Re-Entry (Women's Center)
____Re-Entry (Walnut Hill Rec. Center)
____Underemployed (Univ. Park Meth.)
____Underemployed (SMU)
____ Career Directions (Eastfield)
____ Black Career Seeker (Martin Luther King)
____ Black Job Seeker (CETA) (Girl's Club)
____ Latina Career Seeker (Planned Parenthood)
____ Non-Traditional (Eastfield)

Please respond to the following questions as completely as possible. Feel free to use the back of the page or additional paper if necessary.

1. Out of the overall workshop experience, what was the most helpful or useful to you?

2. What was the least helpful/useful?

3. What did you learn or re-learn about yourself as a result of this workshop?

4. What did you get from this workshop experience that you had not expected?

5. If you had the chance to go through the workshop again, what information or activities would improve it for you?

6. Would you change your personal participation in any way; if so, how?
   a. completed homework assignments
   b. talked and shared more
   c. attended all sessions
   d. other: please explain

7. What information or skills do you think you need to successfully complete your employment search?

8. A period of time has now passed since you attended the workshop. With hindsight, what other comments would you like to make?

9. Describe your current job situation.

10. Have you changed jobs since the workshop?

11. Do you plan to (check one):
    a. stay with your present job?
    b. change jobs in the near future?
    c. stay with same company but work toward a different job?
    d. change companies for a similar or a different job?
    e. return to school for additional skills?
    f. other (what)?

		Yes	No
12.	Have you gone on any information interviews?	_____	_____
13.	Have you gone on any job interviews?	_____	_____
14.	Have you researched information concerning specific career fields?	_____	_____
15.	Have you researched information concerning specific job possibilities?	_____	_____
16.	Have you developed or changed your resume since completing the workshop?	_____	_____
17.	Have you used the bibliography?	_____	_____
18.	Has the information about how to identify your skills/abilities been of help to you since the workshop?	_____	_____
19.	Do you think you have a good understanding of the total process and the steps involved (which were taught at the workshop) to complete a successful career search?	_____	_____
20.	Would you recommend this workshop to others?	_____	_____

EMPLOYMENT INFORMATION SERVICE FOLLOW-UP

Name____________________________ Address:______________________

Phone Number:_______________________

1. Which of the following described you when you first came to EIS?
   - _____ First-time entrant to job market
   - _____ Displaced homemaker (one who suddenly becomes responsible for own support)
   - _____ Re-entrant to job market
   - _____ Underemployed
   - _____ Career changer
   - _____ Other, explain:____

2. When did you attend EIS?__________________________ (dates, A.M., P.M.)

3. What was your purpose in coming to EIS?____________________________

   ____

4. Which class/classes were most beneficial?
   - _____ Career Directions
   - _____ Skill Labeling
   - _____ Researching
   - _____ Goal Setting
   - _____ Resume Writing
   - _____ Interviewing
   - _____ Negotiating
   - _____ Problem Solving

5. Which class/classes were least helpful?
   - _____ Career Directions
   - _____ Skill Labeling
   - _____ Researching
   - _____ Goal Setting
   - _____ Resume Writing
   - _____ Interviewing
   - _____ Negotiating
   - _____ Problem Solving

6. Were there any areas not covered that you felt were needed?

   ____

7. Were there any areas covered that you felt required more attention than given?

   ____

8. Were there any areas covered that you felt were emphasized or stressed too much?

   ____

9. If you are (or will be) a student, please answer these questions:
   - What school are you attending (or will you be attending)?____________________
   - What course of study or major have you chosen?________________________
   - What career will you be prepared for?_____________________________
   - How long will it take to reach your career goal?_______________________

10. If you are employed, please answer these questions:

What is the title of your position?____

Where are you employed?____

How did you find your job?____Contact____Employment Agy.____TEC____Ad

Did you use a resume?_____yes_____no If yes, what kind?________________

Length of time before you were employed after completing Career Focus?

____less than 2 months_____2-4 months_____4-6 months_____over 6 months

Do you feel that the EIS training aided you in getting your job?_____yes____no

Do you consider your employment to be:____a stepping stone____a career____a job

11. If you are unemployed, please answer these questions:

Do you feel you are still determining your career direction?______yes ______no

Are you in the researching stage?______yes ______no

How much effort have you put into finding a job?

______a great deal ___________some ________very little

Do you (or did you) have problems other than employment-related problems which interfere with your ability to effect a successful job search?______yes ______no

What do you feel are possible factors for not finding a job?

____

Have you decided not to seek employment at this time? ______yes ______no
If yes, please give reason(s) for not seeking employment:

____

12. Do you feel that the Career Focus program was valuable to you in determining what you want to do with your life?______ yes ______ no ________don't know

13. Comments:

____

Contacted by: Date:					

CLIENT NEEDS SURVEY

We need your help! Current information is needed on the individual employment needs of women. Please participate! Fill out this survey and return it as quickly as possible to:

Women's Center of Dallas
2001 McKinney
Dallas, Texas 75201

PERSONAL EMPLOYMENT NEEDS SURVEY

Part I: For each of the following questions, circle the number beside the answer which best describes you. Circle only one number for each question:

For example: Where do you live?
- (1) Austin
- [✓ (2)] Dallas
- (3) Fort Worth

The circle indicates that you live in Dallas.

1. What is your sex?
   - (1) Female
   - (2) Male

2. What is your age?
   - (1) less than 22
   - (2) 22-29
   - (3) 30-39
   - (4) 40-49
   - (5) over 49

3. What is your marital status?
   - (1) never married
   - (2) first marriage
   - (3) remarried
   - (4) divorced/separated
   - (5) widowed

4. How many children live with you?
   - (1) none
   - (2) one
   - (3) two
   - (4) three
   - (5) four or more

5. How much education have you completed?
   - (1) high school/GED
   - (2) some training beyond high school
   - (3) trade or vocational degree
   - (4) bachelor's degree
   - (5) master's degree or beyond

6. How much education do you plan to complete?
   - (1) high school/GED
   - (2) some training beyond high school
   - (3) trade or vocational degree
   - (4) bachelor's degree
   - (5) master's degree or beyond

7. What is your total household income?
   - (1) less than $5850 per year
   - (2) $5850 - $7999 per year
   - (3) $8000 - $9999 per year
   - (4) $10,000 - $11,999 per year
   - (5) $12,000 or more per year

8. How many people in your household have a job?
   - (1) none
   - (2) one
   - (3) two
   - (4) three
   - (5) four or more

9. What is your ethnic background?
   (1) Afro-American/Black
   (2) Anglo/White
   (3) Latina/Mexican-American
   (4) American Indian
   (5) Other (What?)____________________

10. Where in the Dallas area do you live?
    (1) Central City, Fair Park, Lakewood
    (2) North Dallas, Park Cities, Richardson
    (3) South Dallas, Oak Cliff
    (4) West Dallas
    (5) East Dallas, Mesquite, Garland

11. What is your present job situation?
    (1) full-time job
    (2) one or more part-time jobs
    (3) fired, laid off, quit
    (4) retired, disabled
    (5) not working now, never worked

12. When did you last have a job?
    (1) during the past year
    (2) between one and two years ago
    (3) between two and five years ago
    (4) five or more years ago
    (5) never worked

13. How many full-time jobs have you had?
    (1) none
    (2) one to five
    (3) six to ten
    (4) eleven to fifteen
    (5) sixteen or more

14. How many of your full-time jobs have been in your chosen field of interest?
    (1) none
    (2) one
    (3) two to five
    (4) six to ten
    (5) ten or more

15. In what type of paid occupation were you last employed?
    (1) never worked
    (2) clerical
    (3) sales
    (4) trade
    (5) child care/education/social service
    (6) domestic, maintenance
    (7) food service
    (8) production/assembly/manufacturing
    (9) self-employed
    (10) other (what?)____________________

16. Why are you now looking for a job?
    (1) just completed schooling
    (2) discrimination
    (3) poor working conditions
    (4) low pay
    ([illegible]) no opportunity for advancement
    (6) seeking different kind of work
    (7) want to learn a trade
    (8) need money to support a family
    (9) want a job outside of the home
    (10) other (what?)____________________

17. How would you get to work?
    (1) drive my car
    (2) bus
    (3) friend or relative's car
    (4) walk
    (5) other (what?)____________________

Instructors:
This form was printed front and back on one legal-size sheet of paper.

Part II: Answer the following questions by circling "yes" or "no."

Example: [✓ YES] NO I live in Dallas, Texas

The circle indicates that you live in Dallas, Texas.

What services have you used in looking for a job? Have the services you used been helpful?

TYPE OF SERVICE	USED			HELPFUL	
18. Women's Center Employment Information Service	YES	NO	25.	YES	NO
19. Placement Centers at colleges and schools	YES	NO	26.	YES	NO
20. Employment Agency	YES	NO	27.	YES	NO
21. Government Agency (Texas Employment Commission/Civil Service)	YES	NO	28.	YES	NO
22. Church or other religious institution	YES	NO	29.	YES	NO
23. Career Counseling (Where?)	YES	NO	30.	YES	NO
24. Other help (Where?)________________	YES	NO	31.	YES	NO

If you could take a short course on any of the following job-related topics, which would you find helpful?

JOB-RELATED TOPIC	HELPFUL	
32. Writing a resume – a personal job history	YES	NO
33. Filling out an application form	YES	NO
34. Learning how to be interviewed for a job	YES	NO
35. Deciding what kind of work is best for me	YES	NO
36. Locating the right job for me	YES	NO
37. Learning how to ask for what I want (raises, benefits)	YES	NO
38. Learning what my talents are	YES	NO
39. Learning how to use my talents	YES	NO
40. Deciding what needs to be done and how to do it	YES	NO

41. Special problems of working women	YES	NO
42. How to handle career and home	YES	NO
43. Others (please list)________________________________	YES	NO

At which of the times listed below would you be able to attend classes on job-related topics of interest?

TIME	ATTEND	
44. Mornings, Monday - Friday	YES	NO
45. Afternoons, Monday - Friday	YES	NO
46. 5:00 p.m. - 7:00 p.m., Monday - Friday	YES	NO
47. 6:00 p.m. - 3:00 p.m., Monday - Friday	YES	NO
48. 7:00 p.m. - 9:00 p.m., Monday - Friday	YES	NO
49. Saturday morning	YES	NO
50. Saturday afternoon	YES	NO
51. Sunday afternoon	YES	NO
52. Other (What?)________________________________	YES	NO

Which of the statements below are true for you?

STATEMENT	TRUE	
53. I have never worked and must now find a job	YES	NO
54. I have had part-time jobs but must now find a full-time job	YES	NO
55. Certain trades (automotive, mechanic, plumbing, welding) can pay well. I would like to know more about them.	YES	NO
56. I want a job that is completely different from the one I have now.	YES	NO
57. I have not worked for several years and must now find a job.	YES	NO
58. I have a job that does not use all I have to offer and want a job with more responsibility.	YES	NO
59. I have just completed school or other training and am ready to begin a career.	YES	NO
60. I am currently working but will be looking for another job after retirement.	YES	NO

BUSINESS NEEDS SURVEY

(This form was printed front and back on an 8½ x 14-inch sheet)

Check one or more responses appropriate for your organization.

1. We need women to work in the following areas. (1-6)

	Yes	No
Unskilled Trades	1. ________	2. ________
Technical/Trade Apprenticeships	1. ________	2. ________
Sales	1. ________	2. ________
Personnel	1. ________	2. ________
Management	1. ________	2. ________
Secretarial	1. ________	2. ________
Other:	1. ________	2. ________

2. In seeking to fill vacancies that rise in our organization, we get the majority of our applicants from:

(7-13)

___Newspaper Classified Ads
___In-House Promotions
___Social/Community Agencies
___Word of Mouth
___ Permanent Placement Agencies
___ Unsolicited Resumes
___ Referrals from Friends

3. Listed below are some of the factors that are important for a successful career in business. Which do you think are the MOST IMPORTANT FOR WOMEN in the positions indicated? (Check one under each heading.)

Entry Level (14)	Middle Management (15)	Upper Management (16)
1.___Education	1.___Education	1.___Education
2.___Actual Working Exp.	2.___Actual Working Exp.	2.___Actual Working Exp.
3.___Attitude/Motivation	3.___Attitude/Motivation	3.___Attitude/Motivation
4.___Continuing Education	4.___Continuing Education	4.___Continuing Education
5.___On-the-Job Training	5.___On-the-Job Training	5.___On-the-Job Training
6.___Mobility	6.___Mobility	6.___Mobility
7.___Community Involvement	7.___Community Involvement	7.___Comm. Involvement
8.___Political Savvy	8.___Political Savvy	8.___Political Savvy
9.___Other	9.___Other	9.___Other

4. In the interviewing process it is important for applicants to: (17-22)

	Yes	No
Know Something about Our Company	1. ________	2. ________
Have a Good Physical Appearance	1. ________	2. ________
Evidence an Exuberant Personality	1. ________	2. ________
Ask Intelligent Questions about the Job	1. ________	2. ________
State Vocational Goals Clearly	1. ________	2. ________
All of the Above	1. ________	2. ________

5. Credit for volunteer experience is given in our hiring evaluations. (23)

Yes	No
1. ________	2. ________

6. **Listed below are some traditional areas of concern about women working. Which do you feel are still prevalent? (Check all that apply.)**

(24-31)

___Pregnancy
___Quits to Get Married
___Too Emotional
___Available Child Care
___Unwilling to Travel
___Unwilling to Relocate
___Lack of Experience
___Other________________________

7. **We need the following educational requirements for positions in our organizations (check only one under each heading):**

Entry Level (32)	Middle Management (33)	Upper Management (34)
1.___None	1.___None	1.___None
2.___High School	2.___High School	2.___High School
3.___College Degree	3.___College Degree	3.___College Degree
4.___ Master's Degree/Above	4.___Master's Degree/Above	4.___Master's Degree/Above
5.___ Degree in Specific Field	5.___Degree in Specific Field	5.___Degree in Specific Field
6.___ Special Training/Inst.	6.___Special Training/Inst.	6.___Special Training/Inst.

8. **The average salary ranges for our organization are:**

Entry Level (35)	Middle Management (36)	Upper Management (37)
1.___Under $4000/year	1.___Under $4000/year	1.___Under $4000/year
2.___$5000-$8000/year	2.___$5000-$8000/year	2.___$5000-$8000/year
3.___ $9000-$12,000/year	3.___$9000-$12,000/year	3.___$9000-$12,000/year
4.___ $13,000-$16,000/year	4.___$13,000-$16,000/year	4.___$13,000-$16,000/year
5.___ $17,000 or over/year	5.___$17,000 or over/year	5.___$17,000 or over/year

9. **We prefer general experience in the following ranges (check one under each heading):**

Entry Level (38)	Middle Management (39)	Upper Management (40)
1___None	1___None	1___None
2___Less than 6 months	2___Less than 6 months	2.___Less than 6 months
3___1-2 years	3___1-2 years	3___1-2 years
4___3-5 years	4___3-5 years	4___3-5 years
5___ More than 5 years	5___More than 5 years	5___More than 5 years

10. **From the list below, check the ones you have read and the ones for which you think there is currently a need:**

	Had (41-47)		Need (47-52)	
	Yes	No	Yes	No
Special Training for New Hires	1. ______	2. ______	1. ______	2. ______
Helping Management Men Understand the Changing Roles of Women in Management	1. ______	2. ______	1. ______	2. ______
Helping Women Improve Management Skills	1. ______	2. ______	1. ______	2. ______
Educating Employees to Affirmative Action Programs	1. ______	2. ______	1. ______	2. ______
Management by Objectives	1. ______	2. ______	1. ______	2. ______
None of the Above	1. ______	2. ______	1. ______	2. ______
Others______________________________				

11. **When we have contracted with outside organizations to do in-house training, we have used the services of the following groups: (Omit if you have never contracted for in-house training.)**

	Yes	No
Educational Institutions	1. ______	2. ______
Consulting Firms	1. ______	2. ______
Specialists in Specific Areas	1. ______	2. ______
AMA/AMR, etc.	1. ______	2. ______
Local People	1. ______	2. ______
Out-of-State People	1. ______	2. ______
None of the Above	1. ______	2. ______

12. **We are aware of the following services offered by the Women's Center:** (60-70)

	Yes	No
Employment Information	1. ______	2. ______
Employability Training (careers/jobs)	1. ______	2. ______
Career Internship Program	1. ______	2. ______
Job Talent Book (resumes of qualified applicants)	1. ______	2. ______
Personal/Emotional Counseling	1. ______	2. ______
Career Counseling	1. ______	2. ______
Information & Referral Service	1. ______	2. ______
Equal Times Newspaper	1. ______	2. ______
Speakers Bureau	1. ______	2. ______
Crisis Intervention	1. ______	2. ______
Child Care Information and Referral	1. ______	2. ______

13. **What services would you find the MOST HELPFUL if the services of the Women's Center could be expanded? (Check all that apply.)** (71-75) 2 (80)

____ Training for Trade Occupations
____ Professional Advancement Training
____ Retirement Counseling
____ Placement Services
____ Other: ______________________

14. **I personally learned about the Women's Center and some of its services and educational programs from the following sources:** (1-10)

____ From this Questionnaire
____ Metro Newspaper stories
____ Radio/TV Advertising
____ *Equal Times* Newspaper
____ Magazines
____ The *Wall Street Journal*
____ Billboards
____ Workshop Flyer Advertising
____ In-House Publications
____ Don't Remember

15. **How would you rate public awareness of the Women's Center?** (11-13)

	Much	Some	Little
Existence	3. ______	2. ______	1. ______
Programs	3. ______	2. ______	1. ______
Credibility/Community Status	3. ______	2. ______	1. ______

16. **How would you rate public opinion of the Women's Center?**

_____Good _____Fair _____Poor _____Don't Know (14)

17. **Our type of business is: (Check ONE most closely descriptive)** (15)

01_____ Accounting
02_____Consulting
03_____ Educational Inst.
04_____ Financial
05_____Hotel/Motel
06_____Legal
07_____Public Utility
08_____Religious Org.
09_____ Service Industry
10_____ Transportation
11_____ Advertising/PR
12_____Data Processing
13_____Electronics
14_____Food Services
15_____Insurance
16_____Medical
17_____Publishing/Printing
18_____Retail/Wholesale
19_____ Social Agency
20_____Warehousing/Distr.
21_____ Automotive
22_____Direct Sales
23_____Engineering
24_____Government Agency
25_____Manufacturing
26_____Oil and Gas
27_____Radio/TV/Newspaper
28_____Real Estate
29_____Technical/Trade
30_____Other: _______________

18. **Number of Employees in Our Organization**

1._____1 - 10 (16)
2._____11 - 50
3._____51 - 100
4._____101 - 250

Percent of Women Currently Employed

1._____0 - 3 Percent (17)
2._____4 - 6 Percent
3._____7 - 10 Percent
4._____Over 10 Percent

19. **Sex of survey respondent.** 1._____Male 2._____Female (18)

20. **Position title held by survey respondent is**_______________________ 2 (80)

ORGANIZATIONAL GUIDE AND COST ANALYSIS

DEVELOPING AN EMPLOYMENT RESOURCE AND TRAINING SERVICE

by

Taunee Besson
Director, Employment Information Service, Women's Center of Dallas

Employment information and career counseling services in varying degrees have been a part of the Women's Center of Dallas since its inception. The first actual funding earmarked for the establishment of the Employment Information Service, as a departmental entity, within the Women's Center was received in 1975. In 1978, EIS embarked on Step Three outlined in this section.

EIS is still far from being a self-supporting, totally professional organization. There are two things that an independent, non-profit employment service must constantly face: 1) lack of a really stable financial base and 2) a pressing need to improve old programs and start new ones. If you are planning to start your own new agency, keep this in mind.

Planning

Exactly what you want or expect an Employment Resource and Training Service to be should be clearly defined prior to attempting any operation. It can be beneficial to follow the design process suggested in the Introduction to the Workshops. Remember that what you would like for it to be may differ considerably from the views of another or the community as a whole. You also may want to survey your community to determine whether or not "they" feel there is a real need for such a service; and if so, what they would expect from it. A good survey can diminish the likelihood of your duplicating existing services. Information in the Evaluation section may also be helpful to you.

Regardless of how you decide on what you want to do, how and why, some work needs to be put in writing. Questions and answers should be prepared and documented if you plan on making any kind of proposal to funding organizations for financial resources; or approach potential organizations for cooperation, support or assistance. If this is to be an Employment Resource and Training Service:

- what kind of resources do you plan to offer – to what extent?
- does "resource" mean people, services, or a library of employment information and materials? If library, what's its size? limits?
- does "resource" mean only a listing of jobs made available to job seekers? Or is the job listing a service function?
- what kind of clientele do you propose to serve – and why?
- exactly what services will be provided?
- will your service consist solely of training workshops?
- how much will your services cost? when will they be offered? why?

- will your service include testing, counseling, referral, etc.?
- do you want to be involved in any kind of job placement activity

This guide could have included a section describing and listing all the stages, phases, personnel and efforts from which our EIS program evolved, but it doesn't. It would have had to include the false starts, wrong decisions, and painful failures; and the fact that some people were offended. This would be of no real value to the readers. If and when you decide to embark on this journey, just realize the road will most certainly be rocky. You'll encounter slippery spots and some deceptively shallow waters with hidden undertows. The destination is still worth it! It is hoped you can benefit from the past experiences and learning of others incorporated in the following without having to go through some of the usual trials.

Due to the quantity of variant personalities and communities that can become involved in the development of an employment service, only general organizational guidelines and cost figures are given. This summary may appear to be sparse, but the essentials are included. You can embellish this outline with any unique twists you feel are necessary to create exactly the right kind of service for your organization or community.

General Information

Before you ever start, some words of advice. PUBLICITY is critical. Without it, you are lost. Clients won't materialize. Without clients, income drops drastically. Use every available avenue to advertise your services. Be prepared for SEASONAL VARIATIONS. Don't expect income in the winter and summer months to equal that of the spring and fall. It will probably be substantially lower. Devise alternate means to stabilize your income during slack periods. Don't run facilitator-paid seminars or workshops for fewer than six people. Generally speaking, the fees from six people will be your FINANCIAL BREAK-EVEN POINT, and a group with fewer than six participants doesn't function well.

STEP ONE – THE BARE BONES BEGINNING

Staff

The Employment Information Service should start out with two dedicated volunteers who generally speaking are in a position to job share. Decent salaries for start up usually are out of the question unless a benevolent benefactor donates about $20,000 to begin with.

These two individuals should be assertive and comfortable with going out into the business community, and should exhibit the ability to motivate, teach and counsel women clients. Judging from the two pairs of staffers known best, it appears the best combination is for one person (preferably the Director) to do the promotion and work with businesses. The other person (Associate Director) can then concentrate her efforts on working with clients. Both of these people must be creative problem-solvers who can operate well in an unstructured situation. They must constantly push themselves to improve their programs and meet important people in the community. They are, of course, professional role models to the clients and the community and the importance of this image cannot be over-emphasized.

Qualifications for directors can vary at the outset, but educational and experience qualifications in the vocational counseling areas can be useful. Former teachers make excellent staff members. As the service grows, the need for financial and budget skills increases; the director may need to be more of a business-oriented individual but one who understands the philosophy and materials in the service. Administrative skills and counseling qualities remain ever important.

Auxiliary Staff

Enlist and encourage volunteers and interns in guidance, counseling, social work, etc., from local universities to help staff your program. Contact the psychology, counseling, and social work departments along with the business schools for possible interns and volunteers. Remember to include various women's organizations and agencies in your recruiting efforts. Interns and volunteers add valuable input and expertise to a fledgling operation. Look for free clerical help, too. The Basic Model Workshop alone requires tremendous clerical activity to keep a stock of client handouts updated and ready for each presentation.

Budget

The best way to start as an indendent organization is with a grant of about $10,000 from a funding source. If there is no one source (foundation, corporation, or individual) from which you can secure funding for your new venture, try soliciting funding in smaller amounts from several local organizations. Contact the various women's organizations, city and county governments, colleges, YWCA, etc. Hopefully grants from several sources, together with some in-kind contributions of furniture, free office space, printing, supplies, etc., will help to get your employment service started. (See funding sources in workshop outline for possible help.)

Sample Beginning Budget

Expenses-Direct		Cost Per Month	Hours Per Month
Salaries:	Director	$350.00	100
	Asst. Director	150.00	40
	Facilitator(s)	–	–
	Clerical Asst.	–	–
Rent & Housekeeping		70.00	–
Telephone		60.00	–
Office Supplies		25.00	–
Postage		10.00	–
Testing		5.00	–
Printing		15.00	–
		$685.00	140

This budget allows for two part-time token-paid staff members who receive no fringe benefits. Fortunately, volunteers and interns contribute their services (some interns receive stipends from their parent institutions). It does not allow for telephone installation, paid advertising, etc.; and printing costs would be for mimeograph or photocopy for a minimal beginning.

If your entire staff is willing to work on a volunteer basis and you can get your rent and furniture free, your employment service can probably live frugally, but adequately, on about $100 to $150 per month. Don't expect this situation to continue, however. Plan from the very beginning to eventually pay staff what it's worth and to rent space at the going rate. Otherwise, you will develop a high staff turnover and a hand-to-mouth existence.

Services Included in Half-Time Operation

Service	Time	Staff	Possible Client Fees
Orientation to the service	8 hrs./mo.	Director	$2.00/person
Basic Model Workshop	16 hrs./mo.	Assoc. Dir.	$75.00/person
Limited individual counseling	16 hrs./mo.	Paid	$15.00/hr
Testing in groups	5 hrs./mo.	Paid	$10.00/person*
Part-time telephone answering	85 hrs./mo.	Interns	Free
Job listings	85 hrs./mo.	Volunteers	$1.00 Contrib.

(*If enrolled in workshop, charge is only $5.00)

To these client services, you'll need to add visits to corporations and several speeches at organizations and universities each month for public relations, education, and recruiting. Clerical activity necessary to support the services will need to be provided. Obviously time will be very precious.

ORIENTATION

Try to avoid drop-in counseling if possible by scheduling an overall orientation session once a week. Orientation has three purposes: a) to inform, b) to sell your service and workshops, and c) to screen in potential clients and to weed out unsuitable ones.

A word about what is meant by unsuitable clients. Actually some clients just aren't ready for this type of process. Some people who have urgent financial needs don't feel they can invest the time. Some see it as a form of therapy, which it is not. Some are unwilling to make a commitment to change; they just want to talk about it. Some can't or won't spent the money and some won't allocate the necessary time required to do the work involved. Life circumstances for some people can border on desperation. If the emotional and financial stresses are so strong it's all they can do to keep afloat, it would be difficult for them to get full value out of a workshop. A one-day orientation session giving people an overview of your services lets people know what is involved and what is expected. It also offers an opportunity to evaluate client readiness. Many will decide not to become involved at the time, but they may be potential clients later.

A broad sample outline for an orientation session might be as follows; but you will need to add specific information relevant to your operation under each heading and/or subheading. (See next two pages.)

EMPLOYMENT SERVICE ORIENTATION

I. Welcome
  - A. Introduce self briefly
  - B. Ask visitors to fill out index cards: name, address, phone numbers, and date (to be used for follow-up)

II. Introduction of group members
  - A. Use one of the introduction activities from The Basic Model
  - B. Begin by telling own vocational background, career development, or job hunting experiences.
  - C. Go around group to share. As individuals relate to group, personalize their experiences/situations to EIS program (workshops or philosophy) and/or relate to feelings.

III. Introduce the Employment Resource and Training Service
  - A. History
  - B. Resources of the service
    - 1. Counseling: types, charges, workshops, etc.
    - 2. Educational services: courses, workshops, schedule, fees
    - 3. Volunteer training
      - a. Information and referral
      - b. Speakers Bureau
    - 4. Newsletter: subscription costs, publication dates
    - 5. Monthly social event: "First Monday"
      - a. Special events: art shows, events, etc.
  - C. Special projects
    - 1. Grants
    - 2. Internship projects
    - 3. Child-care information and referral
  - D. Philosophy of the service (or Center)

IV. The Basic Workshop Model
  - A. Handout: Schedule of dates and times
    Briefly discuss each session of the workshop relating where possible to the needs of the group.
    - 1. Values and General Career Directions
    - 2. Skill Identification
    - 3. Researching
    - 4. Information Interview
    - 5. Vocational Problem Solving
    - 6. Resume Writing
    - 7. Interviewing
    - 8. Negotiating

B. Job Seekers Workshop, Career Alternatives for Teachers, or other special workshop offerings
C. Vocational Testing
D. Job Listings

V. Brief employment profile of your community
(Statistics re work and working women; career areas, etc.)
A. Open fields
  1. City, county, state
  2. Special areas of work
B. Hiring practices re women

VI. Finding the Action
(Handout: see Basic Model section with same title)
A. Briefly explain
B. Use as tool to expand job search
  1. Non-traditional ways of looking
  2. Avenues besides state employment commission, want ads, agencies
  3. Importance of using skills from EIS in making contacts, researching leads/organizations

VII. Guidelines
(Hand out Overview Outline of a Self-Initiated Job Search and/or Career Development. Briefly explain.)

VIII. Slide Show
(See bibliography)

HANDOUTS
1. Index cards for follow-up
2. The Basic Model Workshop Schedule
3. Finding the Action
4. Guidelines Outline for Self-Initiated Job Search
5. Client Data Sheet (Intake form)

SUPPLY CHECKLIST
(See Basic Model)

COUNSELING

Discourage drop-in counseling and individual paid counseling in favor of the group support of one of the orientation sessions and one of the workshops.

The charges in the non-profit community for individual counseling time averages about $15.00 an hour. Verify the going rates in your area before setting a price on your services. A sliding scale can be instituted (but usually is not advertised) to facilitate working with hardship cases.

Remember, you are offering career counseling, not personal, psychiatric counseling! The caution about counseling clients included in the workshop section of this guide bears repeating. When individuals come with career needs, they necessarily bring along additional personal and emotional problems. Career counselors in your service may be ex-teachers with experience in working with people but with little or no professional training in counseling, or they may be young interns gaining education training but lacking experience. Care should be taken that career counselors recognize their limitations and restrict themselves as closely as possible to dealing only with career issues with which they are familiar. Untrained personnel can do more damage than they realize by invading personal issues without adequate skill credentials. Career counselors, however, should be encouraged to be sensitive to clients who may have other counseling needs, referring them to appropriate resources for assistance when clients request help.

TESTING

Do any testing in groups if at all possible to save time and money. Testing can be as simple or as complicated as you feel it merits. If you are just beginning, relatively simple vocational interest tests which you can administer and score easily may fit your needs. You can always expand when your service grows. You may find it advisable to make arrangements with a cooperative agency that has computer equipment to process some of the more sophisticated vocational inventories for you. The agency could score and print out the test results while your employment service counselors could do the test administration and interpretation as it applies to career efforts.

It is important to realize and fully understand that tests are only ONE TOOL to assist clients. Test results should not be interpreted as infallible or eternal. They are ONLY indicators and a single part of a complex process. Many clients have a tendency to gloss over their strengths and exaggerate their weaknesses. Test results should not be given to any client without explanation and discussion with a career counselor to put results into healthy perspective.

If this is an area in which you or your staff have little expertise, work with local experts to assist you in determining what tests will best serve your needs and how best to achieve the goals you've established for this area of your service.

JOB LISTING

Job listing is the activity which involves both receiving and obtaining job openings from community organizations. The information required in a job listing is:

- Date job listed
- Date job filled
- Date job withdrawn
- Name of the organization
- Address and phone number of the organization
- Salary range offered
- Person to contact
- Hours/days of work
- Education
- Type of job: permanent, temporary, full time, part time, time sharing
- Job title and a brief job description
- Other (car, relocations, etc.)

Job listings can be recorded on pre-printed index cards or three-ring binder sheets. When completed, the card/sheet can be posted on a bulletin board or filed for easy accessibility and perusal by incoming clients and staff members.

Job listings serve the client seeking employment as well as the employer seeking qualified women applicants. This service is an excellent means of opening the doors for positive contact with business firms, educating them about your service, and establishing rapport for future cooperative efforts. Job listings also show the kinds of jobs open in your community, a variety of job descriptions, and a range of pay scales that can be helpful both to your clients and to your career workshops.

In this half-time mode of operation, you won't be able to save the world, so don't expect it. You will, however, establish a good base from which to build.

STEP TWO – BROADENING SERVICES AND THE PAYING-CLIENT BASE

Staff

Hire a full-time director and a full-time associate director. It would help if at least one of the two could type and run a mimeograph machine. Or, you can hire a full-time director, a half-time associate director, and a half-time clerical assistant. You can also contract with an experienced and knowledgeable facilitator/trainer to teach the Basic Model two evenings a week and do some Saturday workshops.

Instructor/facilitator fees vary with the individual. Some will be willing to donate services as their contribution to your initial efforts and some will be willing to work for half their normal professional fee. Determine the range of going rates for training and workshop leaders in your area before committing yourself to a specific pay scale. If a course is offered during normal working hours, a staff member may conduct the course and no additional pay is involved or expected. If on the other hand a staff member conducts a course after working hours, the going rate of pay is generally observed. These evening and week-end classes can be an added source of personal income to the director and associate director if they prefer to teach the workshops themselves.

Budget

With the above staff the monthly expenses are substantially increased, especially if fringe benefits are to be included. (See Basic Model for variety. Determine which you can afford to take care of. Check with the appropriate government regulatory agencies for guidance and financial estimates.) Don't jump to this stage until your program income and/or alternate funding has become stabilized at a minimum of $1000 per month. Expenses per month may look about as follows:

Director	$ 750.00
Fringes	75.00
Assoc. Director, half-time	350.00
Fringes	35.00
Clerical Assistant	300.00
Fringes	30.00
Rent (600 sq. ft. @ $3/sq. ft.)	150.00
Phones (2 @ $45 ea)	90.00
Office Supplies (Includes client materials)	100.00
Postage	10.00
Testing	10.00
Facilitator	300.00
	$2200.00

Also with the jump in expenses should come a steep rise in income. The following programs can now be included with your increased personnel working a forty-hour week.

Services in Full-Time Operation *AD = Associate Director

Services	Time (per mo.)	Staff	Possible Client Fees
Orientation to the service	16 hrs.	Director	$2.00/person
Day and Evening	16 hrs.	Intern/Vol.	$75.00/course
Basic Model – Day full	16 hrs.	AD*	$75.00/course
Basic Model – Evening course	16 hrs.	Facilitator	$25.00/person
2 Sat. workshops, monthly	14 hrs.	Facilitator	$15.00/hr.
Individual counseling	16 hrs.	Dir./AD	$10.00/person
Testing in groups	6 hrs.	Dir./AD	$1.00 Contrib.
Job listing	40 hrs.	Dir./AD	
Full-time telephone answering		Volunteers	

Including an evening Basic Model Workshop for 10 people per month can increase income $750.00. One Saturday workshop (about one-half of the Basic Model or an abbreviated version/overview) for 10 can bring in another $250.00. A second Saturday workshop plus added testing and orientation capacity should make another $300 or so, and enable you to cover your $2200.00 in expenses.

STEP THREE – GROWTH OPERATIONS AND WORKING WITH THE NON-PAYING CLIENT

Up until this point paying clients have been the mainstay of your operation unless you've received substantial grant monies. Now, with hopefully an excellent reputation in the community, you need to expand your services to help the client group who cannot afford to support your services financially. This phase will almost certainly require major funding from an outside source or substantial fund-raising activities on your part. There is no easy way to do this unless you co-sponsor a program with some highly respected, well-known institution such as a local college or school district.

A merger arrangement can be beneficial at this point. You may choose to marry your program expertise with the financial and publicity resources of a bigger agency for this particular client group. If not, be prepared to increase your employment service budget to between $60 and $70,000 a year. Consider making an application to the United Way, pursuing private and governmental grants, launching a membership campaign, investigating a professional fund raiser, and seeking funding from a group of large corporations with whom you have cultivated a good rapport for help.

Staff

Your personnel needs now include:

Director – full time
Associate Director – full time
Facilitator – full time
Clerical assistant – full time

Plus:
A large, established group of volunteers and interns each semester

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Budget

The budget can be similar to the following:

Salaries:		Year
Director		$16-18,000
Associate Director		12-14,000
Facilitator		10-12,000
Clerical Assistant		7-9,000
Fringe Benefits		$4,500-5,300
Office Supplies		$2,000-2,400
Travel Costs		$400
Rent (900 sq. ft.)	*	$2,700
Staff Training (Incl. conferences)		$1,500
Equipment Rental Typewriter		$500
Telephones (4 @ $400 ea)		$1,600
Postage	*	$300
Printing (including workshop packets, brochures)	*	$1,500
Miscellaneous (Tests, books, posters, magazines, other publications with employment data)		$3,000
TOTAL		$63,000-72,000

*The amount allocated for rental of office space may need to be enlarged depending on the price per square foot in your community. You may also need to increase the amount allocated for postage and printing depending on specific plans for direct mail, advertising, publicity, etc.

Services

The services that can be offered in this phase of your operation are those listed in Step Two plus: 1) seminars for lower income women (The Job Seeker or perhaps one of the Minority Workshops) and/or highlighting especially non-traditional jobs (The Non-Traditional Workshop); 2) seminars developed for women in business who want to improve managerial skills; or 3) other seminars of interest developed particularly for your client groups and community needs (such as the Family or Faculty Workshop, Career Alternatives for Teachers, etc.). Some of your seminars may eventually support the services for lower income women, but supplemental income will be needed in the meanwhile. The most successful seminars can also be packaged for in-house corporate training or other public offerings at commensurate prices.

This may sound overwhelming, but you do have a three-step or three-phase operation plan from which to choose. If you feel you can secure enough money to organize and set up phase three to begin with, then you need all the prayer support you can muster. While a lot of people today want to start at the top without working their way up through the ranks, in this case it is not advisable. Better to adopt the philosophy of "start slow and stay with it" than to willingly yet unknowingly jump into the inherent, peripheral, and extenuating circumstances that surround a phase-three growth operation. And this is the voice of experience!

Added Services

If you are beginning as an employment service with the ultimate goal of becoming a full-service department or Women's Center, you may want to consider adding special services. Some services will be an involuntary part of your daily operation anyway, but with growth they may need to be pulled out and formalized in your structure. You may start out with just career counseling, but there may come a time – and the right person who wants to help may show up – when counseling activities need to be expanded to deal with the personal and emotional aspects of the individual, especially as they relate to women. Problem-solving groups can be inaugurated to deal with crisis counseling, rape counseling, family counseling, etc.

Educational services can be added in the form of a community education division. This area can arrange, advertise, recruit and present courses and workshops complementary to your goals, such as assertiveness training, divorce, self-defense, exploring creativity, financial planning and money management, coping as a single head of household, etc. These services can be a source of additional or lost revenue and must be carefully programmed and budgeted.

You will be involved with volunteers from the very start; however growth will create a need for more formal training so that volunteers fully comprehend your services. Training is especially important if you must rely on volunteers to answer your phones, maintain records of calls with which to forecast needs, function as an information and referral service, serve as committee people, etc.

A Speakers Bureau can be an excellent way to utilize talented volunteers to get your message across to the community. It will need, however, a skilled person to serve as a clearing agent and coordinator.

One of the many ways to publicize your location and your services – to help your staff meet and mix with the community and get the community to know you – is a monthly social event. This can be a "First Monday" or some such to honor, focus on, or highlight various groups such as psychological professionals, personnel association members, and teachers.

You may want to start a newsletter as one means of publicizing your services and communicating both to clients and the community. This can eventually build into a local newspaper publication similar to *Woman*, which is a subscription paper published by the Women's Center of Dallas.

Depending on the needs of your community, you may want to include a child-care information and referral service to provide residents and newcomers with help in locating and evaluating day-care centers, etc.

Remember the stature that can be gained for your organization by seeking and succeeding in getting grants to fund special projects. More than likely there will be consultants in your area skilled at grantsmanship who can help you develop expertise in proposal writing. There are also some helpful publications in this area funded through the Women's Educational Equity Act.

Career education is a vital part of the employment process and will probably remain so for several years. You may want to consider adding a program similar to the Career Internship Project developed at the Women's Center of Dallas. Unlike focusing on the young, this project sought out mature women seeking major mid-life career changes. They were accepted into a 21-week curriculum which required full-time involvement. The curriculum incorporated 44 workshops on professional and personal development and 30 information interviews with professional role models. It emphasized career search and identification, individual/group counseling, and problem solving with actual job experience, concentrated in areas where there were actual job opportunities in the local marketplace. In the case of Dallas, those areas were business and public service. Within the total program each intern selected three major career fields for investigation and hands-on experience. The staff then recruited potential business sponsors in these fields, and they arranged for interns and sponsors to meet and negotiate working arrangements acceptable to both. The workshops, information interviews, and counseling efforts ran concurrently with the internship job experience, which brought reality to the learning and problem-solving process. Our efforts also gave the interns the information necessary to function well within their chosen professional setting. (See bibliography.)

Another possibility is Career Alternatives for Teachers, developed as a spinoff of the Basic Model. This workshop responded to a particular need in the local community. Its immediate acceptance by clients created an overnight success and the program received favorable local and national publicity. Your local needs will be catalysts for other program development efforts and added services.

Other Ways to Start a New Service

If you choose to become a department of a pre-established agency or college, lack of money may not be a constant source of irritation; however, reporting constraints and a sluggish response to new programming may be. As usual, there are tradeoffs to your choice of a structured or unstructured environment.

Perhaps the best place to start a new self-initiated job search program at a university would be through counseling departments. Generally speaking, the personnel there are familiar with vocational information and materials. Space for group meetings is also available. They may, however, not be well acquainted with the experiential process used in this guide or have working experience with the career experts in the field. Be sure you investigate the level of knowledge, experience and commitment on the part of any organization to assure their compatibility with your philosophy and needs before entering into any kind of working agreement. Another possibility would be working through a continuing education department of an educational institution. The Basic Model and other workshops can be easily offered as adult education classes. If your local YWCA is not active in this particular area, they may be receptive to a proposal for such a service.

Whatever method you choose, you will need physical and mental stamina . . . and luck. Probably your efforts will not all progress smoothly. There will be slow starts and frustration but there will also be the satisfaction of helping your clients and a wonderful feeling of pioneering new territory that a safe, tightly structured situation cannot provide.

A WORD ABOUT MANAGEMENT

In order to manage, there must be a product or services or both to be managed. Since it takes people to manage the products and services, management is definitely not an exact science. Volumes have been written on management theories, management styles, management by objectives, management of profit and non-profit organizations, etc. The leadership and management style needed for an Employment Resource and Training Service or Women's Center doesn't differ materially from that required to manage any department or organization.

The management of an Employment Resource and Training Service does require a special talent but one that, fortunately, is neither unique nor isolated. That special talent is the ability to care about people, especially women, with an accompanying strong desire to do something concrete that will be helpful. While many people may possess this talent, each manifests it differently, depending on individual value systems and life experiences.

The best combination, of course, is an individual with enough experience to be able to utilize techniques from the various management disciplines depending on the circumstances. Autocratic and authoritarian leadership can create a cold, unfriendly, unresponsive atmosphere for a service unless it is softened with some laissez-faire. Tasks, activities and production must be accomplished in a timely manner; however rigidity on the part of a leader toward the mechanics without maintaining teamwork and good interpersonal relationships can quickly defeat the effectiveness of any program.

Successful leadership and management of an employment service have been performed by many different women. Each one left the imprint of her particular personality and management style on the service at the time she was in charge. Some were minorities; some were not. Some were obviously aggressive; some obviously not. Some were compelled to emphasize curriculum and training development; some felt public relations was more important. Some cared so much they gave too much. Finally, what is being said is that management is important and needs attention, but realize that it comes wrapped in the complex packaging of human personalities. Each can contribute a special air to the growth of an Employment Resource and Training Service.

As mentioned previously, administrative skills cannot be emphasized too much. If a person has difficulty getting things done through others, she will soon be exhausted, ill tempered, and jaded. The feeling is that so much needs to be done immediately, there are not enough hours in the day or enough hands available to get everything accomplished. Early on a leader must recognize the value of setting priorities, learn what is most important in the time frame within which she must operate, and accept optimistically all that has been achieved instead of becoming burdened by what didn't get done.

A manager/director of any non-profit service/organization must constantly work for survival on several levels, not the least of which is lack of adequate finances. She must always be attuned to the needs and opportunities for fund raising. Finance and accounting knowledge, therefore, can be very useful as budgets must be forecasted, prepared, instituted, and submitted with proposals.

Combining a mastery of the technical know-how needed for management, administration and finance many times can be found in people with entrepreneurial personalities. Entrepreneurs usually have the essential qualities called for in building a new organization. An elaboration of these qualities can be found in the reprint "Recognizing and Dealing with the Entrepreneur."*

Management of a community service also requires some outside help. If you are beginning your service within a structured organization, reporting relationships and responsibilities more than likely will be well defined. If, on the other hand, you are starting your own new organization you will be designing your own structure and raising your own funds. To begin with, the best advice is to keep it simple. Too many committees helping, and too many boards with the resulting divergent interests of several personalities, can complicate functioning, reaching agreement on directions, operational goals, philosophy, etc.

Utilizing an Advisory Board composed of representative leaders in the community can be a valuable asset to a new organization. Credibility and stature can be gained vicariously from the reputation of community leaders. There should, of course, be a balance of women and men as members of the board and a balance of occupational fields. Attention should be given to special interest groups in your community. The politics involved in important appointments to your board cannot be overlooked, so be sensitive to the pull of these elements. Some members appointed will be more conversant with women's issues and rights than others. This can help maintain a conservative image, if necessary. Lack of awareness of women's issues and rights on the other hand can also be detrimental to your goals and growth. You will need to use your very best judgment in establishing criteria for board membership.

The Advisory Board can be set up either as a working board or as one that is used for guidance in sounding out issues, needs and directions. Or you may choose to have a small working Board of Directors to whom the Employment Resource and Training Service (ERTS) director is responsible and accountable. In this case, the membership of the board becomes even

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*Welsh, John A. and Jerry F. White, "Recognizing and Dealing with the Entrepreneur," *Advanced Management Journal* (S.A.M., A Division of the American Management Association), Summer 1978, pp.21-30.

more critical to assure compatible working relationships. Tenure for board members will need to be considered along with job responsibilities and employment tenure for the director.

You may choose to form your ERTS by first establishing a Board of Directors and allowing this board to recruit, interview, and hire a manager/director. Or if you as a lone individual want to start the service, you may start it and select the board. Even so at various times the operational tables can turn. There is no assurance of any long-term or continuing relationship in a non-profit organization (or a profit-making organization for that matter).

If you are the manager/director and feel a lack of knowledge in the area of management, you can refer to the local library for books on the subject or you may want to enroll in a short course on management (or finance and accounting) given by the American Management Association or the business school of your local university. Many offer concentrated three-day workshops on topics that can be extremely helpful.

Management and administration are intimately tied together in the operation of an ERTS. The level of skill needed initially can be met easily. Any women who is a good organizer, who has worked successfully with small groups, who is committed to the chosen goal, and who really cares about doing something important to help women seek and find rewarding employment can begin with a Step One Operation and grow with it through Step Three.

EQUIPMENT AND SUPPLY CHECKLIST

While you no doubt would relish starting out with a first-class operation, it is more likely that the majority will begin with "we'll just have to make do." You may be seeking contributions of furniture, space, supplies, etc., so the following list is offered as a memory tickler.

Location and Parking

It helps to be alert to both a desirable location and office space at all times, since needs will increase as your service becomes known and grows. Keep in mind the importance of a location that clients from most areas in your community can get to easily. A good location has sufficient parking space available, but it is also accessible to bus routes for those who do not have cars. If you plan to hold night meetings or workshops, the surrounding environment is important: well-lighted parking and bus stops, protected building, etc.

Office Space

If working with an agency or institution that can provide services from other areas (waiting room, receptionist, telephones, printing equipment, etc.), you may need only an office large enough to accommodate two desks for the two workers outlined in Step One of the Organization Guide and chairs for incoming clients. If you are starting an independent service, however, you need to consider a place for clients to wait out of ear shot while you're working with other people. If possible, two rooms give you more flexibility to handle private work, incoming clients, and production space.

Mailing Address

While we all like to have mail delivered at the door, you can anticipate moving several times as your service grows. To maintain some kind of stable mailing address, you may want to consider renting a centralized post office box.

General Supply List

The following is neither the minimum nor the maximum. Use your own judgment to fit your specific needs.

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Appointment calendars
Ashtrays
Brochures
Bulletin board
Business cards
Carbon paper/carbonsets
Card file & cards
Chairs
Chalkboard & chalk
Client intake form
Clock
Coffee facilities & equipment
Correction fluid
Desks
Dictionary
Display table
Envelopes
Explanation of services & fee schedules
File cabinet
File folders & labels
Flip chart & paper
Index cards
Job-listing cards
Kleenex
Letterheads & envelopes
Liquid Paper
Magic Markers
Masking tape
Mimeo file covers
Mimeo ink & pads
Mimeograph machine
Name tags
Newsprint
Non-profit and/or bulk mail permit
Paper – any and all kinds:
  mimeo, white, colored
  kraft, ruled
Paper clips
Pens and pencils
Photocopy equipment & related supplies
Postage scale & zone chart
Poster boards
Proposal covers
Roladex
Rubber bands
Scissors
Scotch tape
Scratch pads
Second sheets
Side chairs
Stamps/postage machine
Stapler & staples
Stencils
Stencil-saver folders
Steno pads
Styluses
Telephone message pads
Telephones
Testing booklets
Three-ring binders
Three-ring punch
Thumbtacks
Toilet supplies
Typewriter(s)
Typewriter ribbons
Wastebaskets
Work table
Workshop schedules

Access to meeting room to hold 10-15 movable chairs

A SELF-DIRECTED JOB SEARCH

A job search is one of the most demoralizing processes Americans go through. It can easily be the quickest way to lose a sense of self-worth. Without adequate preparation and support systems at job hunting time, it becomes increasingly difficult to maintain any sense of positiveness about oneself and one's job future. It doesn't necessarily have to be that way.

It appears that the average American changes jobs every three years, and changes careers three to five times in her lifetime. If that is the case, it becomes exceedingly important for an effective job search process to be made easily available to the general public.

One of the purposes of this guide is to communicate a process that can alleviate many of the negatives and much of the pain in the job search. By using the methods and resources suggested in this manual, agencies/organizations/services can communicate to the public an effective means of launching a self-directed job search that will be rewarding. If people learn the process – either individually or within a support group, they will be better equipped to make life and career decisions.

The process usually is initiated with an individual's recognition of dissatisfaction. This leads to recognition of need and the desire to move or change. Then the search begins, but many people do not know how to go about the search. Sometimes help isn't asked for or sought because the majority of people first internalize that any problem is solely their fault. It takes awhile before coming to an awareness that, as individuals, we are not necessarily wrong. We may be in the wrong place or with the wrong organization at the wrong time, but we as people are still okay.

A self-directed job search begins by evaluating:

- where you are
- what's right with your status
- what's wrong with your status
- what you would most like to change/correct about your status

The total process takes several steps. Clarification of personal value systems is basic and elementary to the process, since values affect all other aspects and elements of the career search. This is the first step. It is also the one the majority of individuals will either resist doing or try to eliminate entirely. If that step is not done, the total process gets short-circuited, and without the foundation, results can be less than satisfactory.

Attention must also be given to exactly who and what you are, how you got that way, and how you feel about it all. Usually you know the obvious things you think are right with your world and some you feel are wrong. It is, however, productive to dig a little deeper into those factors that may restrict your personal thoughts, choices, and actions. These are personal inhibitors. They can be so subtle and ingrained that they're difficult to bring to the surface and difficult to deal with, but they may have been contributing to or are keeping you from your goals in life.

External barriers need to be evaluated and examined as they also play a part in what's right or wrong in your life. External barriers are those personal factors over which you have little or no personal control. They may be organizational or societal factors affecting your life choices, but again, over which you have little or limited effect. You need to have some understanding of what is, in order to make constructive changes or corrections.

In a self-directed job search, it is important for people to come to grips with the realities of the work force for themselves: discrimination, employee turnover, organizational change, rejection, time restraints, etc. Reality is what it's actually like to hunt for a job – and what it will take to keep you happy on a job. The "way it REALLY is" has been well documented by many leaders in the fields of career counseling and career education. The Three Boxes of Life* by Richard Bolles is among the best in helping to clarify the various aspects of education, work, and retirement as they relate to life/work planning.

Knowing who you are, what you want, what you can do and can't do, and what you've done are prerequisites for accurate skill identification. If the thinking isn't done or decisions made about basic values and inhibitors, you may be working with insufficient and/or invalid data. This can jeopardize the process at the time you begin assessing your abilities, skill levels and experiences. If you aren't thorough in analyzing and understanding your skills, abilities, and experiences, it's easy to get off the track in your research efforts and still end up in an area of work that is less than satisfying.

So you build from: Recognition of Need
to
Examining Basic Value Systems
to
Skill Identification
to
Researching
to
Decision Making & Goal Setting
to
Interviewing
to
The Job

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*In Richard Bolles, *What Color Is Your Parachute?* (Berkeley, California: Ten Speed Press, 1978).

You can see this is a building-block approach. In the workshops and the process described in this manual, each segment is important to some other segment. The manual provides guidelines and workshop outlines for several different groups of people, but the recognition of a process and how to use that process is the most important thing to be learned from this manual (besides establishing a successful Employment Resource and Training Service, that is, and the process can be applied to that goal, too).

The elements of this process, even the process itself, are not unique. In the form in which the process is presented in this guide it is not the original work of any one person; rather it is the contributions of any number of people.

In this manual, the process is found in workshop form in the sequences most useful for our specific purposes. It is also in outline form and chart form in the hope that seeing it or using it three different ways will reinforce learning so presentation will become automatic. It is important for any facilitator working with this process to understand the relationship of the parts as well as the whole in order to communicate the steps – and the goal – effectively to others.

The process:

- can be used over and over again as the need arises
- can be adapted easily to selecting the right school or searching for a spouse as it applies to life/career planning
- gathers sufficient data from which to make intelligent and informed decisions; to examine alternative courses of action
- helps goal setting and decision making
- sifts information into logical sequence, which allows conclusions to be drawn about a specific problem
- avoids generalized responses to problems such as "I tried that once and it didn't work"
- can be used to evaluate where one has been and where one is currently
- can be used to plan the next move when any of the facts change or when life circumstances beyond our control force change upon us.

The elements of this process are, of course, like unassembled pieces of a large jigsaw puzzle. Various people and resources can supply information that helps form the shape of the pieces, but only the individual working with the total process can supply the unique and specific facts from which her personal picture is developed.

THE PROCESS

I. NEED RECOGNITION

- A. Assessment of Current Status
- B. Realities of Employment

II. SELF-DIRECTED JOB SEARCH

- A. Internal Barriers
  - 1. Family
  - 2. Societal conditioning
  - 3. Education
  - 4. Religion
  - *5. Material needs/wants/dreams
    - a. Food
    - b. Clothing
    - c. Shelter
    - d. Transportation
  - *6. Financial
  - 7. Values systems
    - a. Morals
    - b. Ethical standards
    - c. Attitudes and behaviors
    - d. Needs
      - 1) Achievement
      - 2) Affiliation
  - *8. Avocation: play/recreation/hobby
  - *9. Personality traits/appearance

*These elements should also be considered under External Barriers

- B. External Barriers
  - 1. Personal factors
    - a. Sex
    - b. Age
    - c. Health
    - d. Marital status
    - e. Retirement
    - f. Death
    - g. Family obligations
    - h. Environment/geography
  - 2. Organizational factors
    - a. Choice of employment field
      - 1) Public or private sector
    - b. Employment factors
      - 1) Interviewing
      - 2) Hiring

        - 3) Firing/layoff possibilities
        - 4) Promotion
        - 5) Affirmative action policies
        - 6) Training
        - 7) Transfer
        - 8) Job classifications/ranks
        - 9) Resignation
        - 10) Retirement
        - 11) Mergers/bankruptcy
        - 12) Travel
        - 13) Career change
        - 14) Unemployed
    - c. Leadership philosophy
        - 1) Yours
        - 2) Theirs
    - d. Group dynamics
        - 1) Teams vs individualism
        - 2) Departments
        - 3) Line/staff vs unstructured
    - e. Self-employed
    - f. Size of organization
    - g. Type of industry
    - h. Reputation/civic responsibility
    - i. Financial status
    - j. Geographic mobility
    - k. Union affiliations
    - l. Fringe benefits

III. SKILL IDENTIFICATION

- A. Initial Resume Preparation
- B. Tentative Goal Setting/Decision Making
    - 1. Fields
    - 2. Identification of organizations

IV. RESEARCHING TECHNIQUES

- A. Resources
    - 1. Family
    - 2. Friends
    - 3. Co-workers
    - 4. Schools/Professors
    - 5. Ministers
    - 6. Psychological/Social/Civic Community professionals
    - 7. Enemies
    - 8. Seminars
    - 9. Libraries
    - 10. Bibliographies

V. DECISION MAKING AND GOAL SETTING

- A. Target Organizations
- B. Goals and Time Tables
  - 1. Short-range goals
  - 2. Mid-range goals
  - 3. Long-term goals

VI. RESUME DEVELOPMENT

VII. INTERVIEWING TECHNIQUES

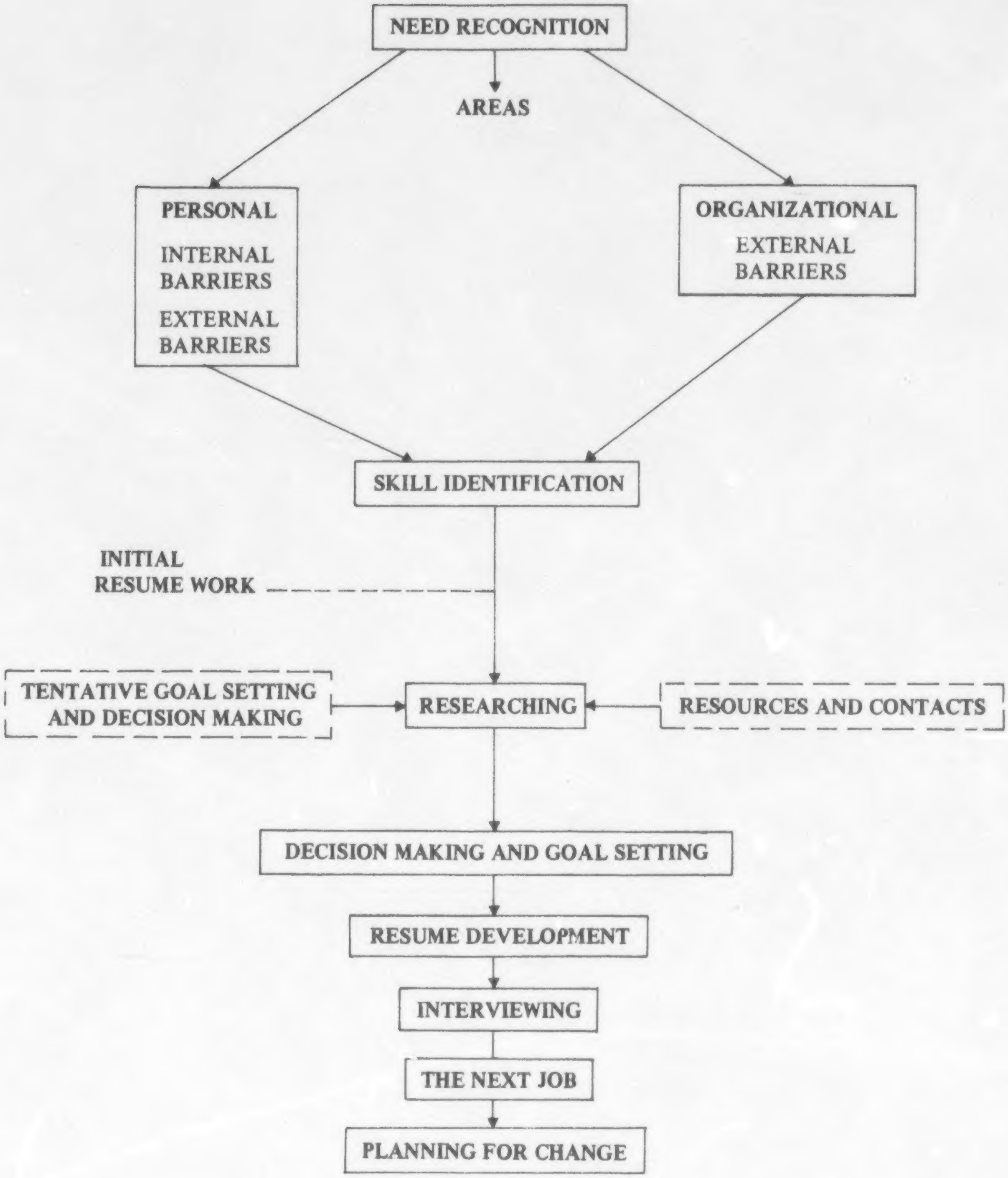
- A. Negotiation

VIII. THE NEXT JOB

IX. PLANNING FOR CHANGE

SELF-DIRECTED JOB SEARCH

THE PROCESS


NEED RECOGNITION
AREAS
PERSONAL
INTERNAL BARRIERS
EXTERNAL BARRIERS
ORGANIZATIONAL
EXTERNAL BARRIERS
SKILL IDENTIFICATION
INITIAL RESUME WORK
TENTATIVE GOAL SETTING AND DECISION MAKING
RESEARCHING
RESOURCES AND CONTACTS
DECISION MAKING AND GOAL SETTING
RESUME DEVELOPMENT
INTERVIEWING
THE NEXT JOB
PLANNING FOR CHANGE

INTRODUCTION TO THE WORKSHOPS

The staff of the project through which these workshops were developed could share many interesting and informative anecdotes about running workshops. We would like to share just a few to give you a sampling of what you might expect.

- After the workshop, a participant wrote a class paper and a poem on the experience. She got an A on the paper.
- One woman left the workshop the first day saying she didn't want to be in a therapy group.
- Three months after the workshops were over, several of the groups were still meeting as support groups.
- A woman in one of the workshops who was facing a child custody suit gathered the necessary emotional support from the other workshop participants, all of whom accompanied her to the trial.
- A workshop with 15 participants – confirmed the day before – had only four show up, and two of those had to leave early.
- A number of women have changed jobs or made other life changes as a result of the workshops, while several have decided to remain homemakers rather than seek employment outside the home at this time.
- One woman brought all of her children to the workshop; one of her major problems in seeking employment was securing adequate child care.
- The project secretary attended one of the workshops and through it decided she wanted a career in commercial real estate. She resigned shortly thereafter to accept a position in that field.
- One woman decided she really had it pretty good where she was and planned to stay with the company.
- One workshop had to be postponed three times before it finally filled with the minimum number of participants to justify its presentation.

As you can see, there are positive as well as negative outcomes, some of which have little to do with actually getting a job. Whether the issues brought up by participants relate to employment or not, they have to be dealt with in order to successfully complete the workshop. The focus is to present an effective employment-seeking process; however, other issues cannot be totally ignored.

The following pages describe in detail how to present an employment-seeking workshop. You may, however, want to make some adjustments. We realize that changes will in fact occur before this information is actually presented, so we thought it might help in your planning if you knew how we arrived at what we have presented. Remember, as you plan, the "bottom line" is to present a workshop that meets your participants' needs – and that requires a great deal of flexibility. A condensed version of our design process follows:

I. Define Needs/Problems

A. Brainstorm with staff, other interested people or organizations, and potential participants what problems or needs are anticipated.
B. Clarify each item on your list.
C. Combine and prioritize, if necessary.
D. Finalize the list.

II. Define General Objectives

The workshop format presented has three general objectives: a) self-assessment, b) identification of marketable skills, and c) job-seeking techniques. You may wish to follow these three main objectives or add new ones. Some of the problems you need to deal with may have little to do with the workshop itself, but they may need attention prior to or after the workshop.

A. Look at your final needs/problems list. Either incorporate them into the three categories proposed and go on to Step III, or extract general categories for the items. For example: for the area where information on labor unions is essential to employment seeking, identify into which areas of the workshop this information should be included.
B. Brainstorm a general objective for each of your new categories; that is, generally what do you want to do about it?
C. Clarify each general objective.
D. Combine and prioritize, if necessary.
E. Finalize your general objective(s).

III. Define Specific Objectives

A. Brainstorm each item under each general objective. For example, if one problem is child care (under a logistics category, with a general objective to make it as easy as possible for people to attend the workshops), a specific objective may be to hire a babysitter who will be available for each session and whose fee will be paid by each participant. On the issue of labor unions, a specific objective may be to include information on labor union policies in a handout during the researching session and/or develop a sub-part for the interviewing session relating to labor unions.
B. Clarify each. Make sure each specific objective is achievable.
C. Combine and prioritize, if necessary.
D. Finalize.

IV. Develop Learning Activities

For each specific objective which requires an addition or some other change to the proposed workshop schedule:

A. Research. Read up on the area that needs to be covered; do information interviews to get current information, etc.

B. Analyze. Determine what, out of all you've researched, needs to be covered in this workshop.

C. Develop. Once you know what information needs to go in, put it into a workable format. What will work best? You may decide to develop an entirely new section or to cover any necessary material in a handout.

D. Incorporate. Within the workshop format, where does the activity best fit – in researching, interviewing, etc., or as part of recurring information?

WORKSHOP CHECKLIST

There is a myriad of details required for the successful presentation of any workshop. Thorough planning with concentrated attention to details can prevent a lot of frustration, lessen last-minute panic, and save physical energy and embarrassing moments covering up forgotten areas.

You'll be doing yourself a favor if in advance you compile an extensive checklist setting forth timetables for accomplishment of what needs to be done, by whom, and by when.

If you have not previously launched a workshop, you may feel the need for a good resource person or book to help you work through the various stages of organizing, planning and presenting. One of the basic manuals that is easy to read and understand is *Planning, Conducting and Evaluating Workshops* by Larry Nolan Davis and Earl McCallon. (See bibliography.) Your local library offers other possibilities, as does the local chapter of the American Society for Training and Development.

ROOM ARRANGEMENTS

For the majority of the workshops included in this guide, the facilities should be large enough for 15-20 people to be seated comfortably and have room to move about. The room should be large enough that the total group can be sub-divided into four or five smaller groups and still be able to work effectively without interfering with one another.

The best arrangement for chairs is in a circle with the facilitator joining the circle. The facilitator can move out of the circle whenever necessary for instruction, to work on a chalkboard, etc. It is important to establish early that the facilitator is a part of this learning process and will be a close member of the group rather than an authority figure from which participants must take instructions. Other options:

1) Arrange chairs in a half circle
2) Use a large conference table around which all participants can be seated
3) Set up card tables of four in a simulated half circle
4) Set up the workshop in classroom or auditorium style.

The last arrangement is the least preferred, except for the Family Workshop in the event of a large registration. If the classroom style is used, however, chairs should be movable so participants can be divided into sub-groups for discussion and experiential exercises.

REGISTRATION

PURPOSE:
To get correct names, addresses and phone numbers
To verify attendance
To collect any registration fees

OPTIONS:
Pre-registration prior to workshop dates
- by phone
- by mail
- in person

Registration on the date of workshop at the site

MATERIALS:
A table or stable writing area
Registered Participant List (alphabetical order)
Blank registration forms
Writing instruments
Name tags
Refreshments and related supplies (optional)
Participant packets
- plain writing paper
- pencils or pens
- information sheet

(Packets should be large enough to add materials that will be handed out during the course of the workshop)

Instructors need to be on hand early. Before participants arrive, the room must be set up properly, refreshments and supplies prepared, any sound system checked out, and the day's materials organized, etc. If a fee is to be charged for the workshop, arrangements will need to be made for making change, giving receipts, taking checks, etc.

Either the facilitator or a designated person should be in charge of registration. It is vital that a friendly, welcome atmosphere be established as quickly as possible, so each participant should be greeted with warmth and a smile.

An information sheet can be included in the participant packet to save time covering housekeeping details. It might include such items as locations of pay telephones and rest rooms, a number at which the participants may be reached during the workshop in the event of emergencies, names and locations of nearby restaurants. It is advisable not to include a roster of participants in this packet. After the first meeting when registration has been firmed up, a list can be prepared and distributed at the following session.

For those participants who pre-registered, simply indicate their attendance with an appropriate symbol on the Registered Participant List.

For those participants registering the day of the workshop, complete either a registration form or some type of sign-in sheet.

Be sure all information on each participant is complete. Phone numbers are important in the event that a meeting must be canceled as well as for follow-up activities.

Registration forms can be as simple or as complex as you need. A heading that is usually sufficient includes:

Name	Mlg. Address	Res. Phone	Off. Phone	Div.	Paid

HOW TO PREPARE TO BE AN INSTRUCTOR

In the field demonstrations of the workshop models, instructors were interviewed and selected from close acquaintances of the project staff. These women already had a reputation in the community and were known to be experienced, capable facilitators with the experiential model. This conscious choice was made from a need to:

1. Maximize the effectiveness of the demonstration models
2. Assure the design would be followed exactly for purposes of measurement and demonstration
3. Gain maximum input from qualified facilitators that would assist in further evaluating the feasibility of designs, instructional materials, and exercises, and for re-design purposes.

One instructor had a Ph.D. Others had backgrounds in education or business. Since this manual would conceivably be used by people who have no experience or limited experience with experiential workshops, one instructor was chosen who had no previous teaching/facilitating experience. In fact, she had never been a workshop participant. This particular woman, however, had acquired a wealth of skills due to her efforts to secure legislation and services to benefit the displaced homemaker. She was well informed about the problems a woman encounters when attempting to re-enter the workforce after a substantial absence. She was asked to conduct a workshop as a test of the model. Could someone with little or no workshop experience learn the material, present it, and do it successfully? She prepared by going through an actual workshop under the direction of another instructor prior to leading her own. The workshop evaluations and follow-up confirmed that yes, it can be done when the interest and commitment are evident.

Of course the ideal situation in presenting the workshops in this guide is to have instructors who are not only familiar with the material but also highly trained in presenting experiential workshops such as these. Skilled facilitators can work easily from these materials and designs, quickly adding and deleting to fit group needs and their particular style. Unfortunately, not all communities needing this service will have experts in these two fields available. If this is your situation, some of the suggestions that follow will help make you a resident expert.

Now, let's look at some of the qualifications necessary for an instructor. A person with a background in psychology, education or career counseling is generally familiar with the knowledge and skills necessary to develop and present a workshop. However, in examining instructor qualifications, let's use the process presented through these workshops – that of labeling the skills needed regardless of specific educational experience or past job titles. Instructors need:

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1. **Group Facilitation Skills**

The ability to involve all members in their own learning, keep the group on track, budget time and energy of the group in order to meet all the objectives, be able to give positive feedback to the group that will help them learn, and be receptive to feedback from the group as to how best to work with them.

***** If you feel you have never done this before and have no skills in this area, ask yourself a few questions.

- Have you ever worked with any kind of group, such as your church, a club or civic organization, or a volunteer committee, or done any activity in which you had to motivate or lead a group to some objective?
- Did you like it?
- Were you good at it?
- Are you willing to learn how to do it better? If you're willing to pursue the possibility of increasing your skills in this area, look for opportunities to do so.
- Try group dynamics classes at a local college.
- Attend a workshop on presenting workshops.
- Talk to workshop leaders and find out how they do it.
- Start a group with your staff and take turns being the facilitator.
- **Read** about group dynamics.

The best way to learn facilitative skills is experientially – attend workshops, get into a personal growth or professional training group. This will give you opportunities to experience firsthand some of the things you will be asking your participants to go through and to observe how others handle group situations.

2. **Assessing Individual and Group Needs**

The ability to assess what the group or individual needs – written and verbal information as well as that obtained through observation; determining how best to meet those needs.

***** If you feel you don't know how to do this, look at your own life experiences.

- Examine the situations where you have had to make assessments (judgments/evaluations) on what course of action to take.

- Experiment with your staff, family, or cooperative friends in role-playing situations in which you have to really work at figuring out how to respond to particular situations in a group setting.

- Attend classes in counseling, workshop presentation skills, assessment or group dynamics to provide you with a lot of knowledge and some skills. There's no real substitute, however, for applying what you know by actually experiencing similar situations. The confidence to present these workshops develops as you personally expose yourself to training, experience the risks, and apply and respond to the knowledge.

3. **Presentation Style**

The ability or skill to present information in a non-threatening, positive manner which enhances learning; the ability to be part of a group yet still be a leader.

***** Examine your past experiences in public speaking, teaching, demonstrating how to do things, or any activity in which you were responsible for presenting information. Please remember – just because you think you are a great speechmaker doesn't mean your audience does! This type of workshop requires a presenter who can:

- Keep the group on track without ignoring their individual needs.

- Involve the group without losing the direction or without becoming autocratic.

- Give positive and negative feedback without threatening the group.

- Help create a comfortable enough working atmosphere where participants can risk sharing personal information to really examine their career directions.

This sounds like a lot, and it is. Most people can develop very warm, supportive and expert presentation styles, but this takes practice and an openness to receive and use the feedback from others. Be strong enough to allow co-staff members or other associates to critique your presentation style in role-play situations. Are you condescending to your audience? Do you readily admit you don't know certain things or do you make up something so you "look" like an expert? Are you so nervous about presenting that you create a tense atmosphere? You can work on all of these to become a good presenter . . . and with more experience, continuing examination of how to improve yourself, you will become an expert presenter.

4. Career Information

Possessing updated information on career development, career trends nationally and in specific geographical locations; awareness of and ability to find other pertinent data to assist participants in their employment seeking.

***** More than likely you've looked for a job before, but that doesn't mean you did it the way this workshop proposes.

Know this material and **experience** this process, too.

Read as much of the resource list that has been provided as possible. This workshop cannot be presented effectively by working off the outline cold. The material may look and sound easy; the conducting and the experiencing is not. You will shortchange your participants and yourself if you attempt to deal with process in a superficial manner; that is unethical behavior for an instructor who is responsible for the learning of others.

- Go to the library and familiarize yourself with the *Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, and the other publications suggested.

- Be familiar with what professional journals, city or state publications and other sources have to offer in terms of employment-related articles, conference news, promotion news, etc. All of this information will help you in describing to participants how to research information for themselves and how to set up information interviews.

- Write your own resumes – several times. Try a functional resume for your own field and for a different field; do a chronological resume; develop a combination resume. Set up your own information interviews and job interviews even if you don't plan to change jobs.

- Practice first what you intend to preach. Talk from firsthand experience. Remember, you will be encouraging participants to try things they may never have heard of. Through your own experience you can let them know it can be done. Don't be guilty of the "Do as I say, not as I do" cliche.

As you prepare for running these workshops, be sensitive about your participants. More than likely they are coming to these workshops because their previous experience in job seeking has been ineffective or unsatisfactory. That doesn't mean they will jump for joy at every new idea you present. Much of this material in actual practice is scary because it will be new to the individual attempting it. Sometimes it is easier, though not best, to fall back on old patterns rather than risk something new and untried. A big part of any presenter's job will be to motivate participants about themselves and their ability, so they can enthusiastically plan and follow through on an effective job search. To do this, you must be enthusiastic and be convinced, **know**, that this process works.

FOR INSTRUCTORS ONLY

The following limited amount of material is provided **For Instructors Only**. It is not meant to be shared generally with workshop participants. It is provided only to refresh memories or to supplement lecturette materials.

Policy

We cannot stress too emphatically that instructors must refrain from becoming involved in emotional or personal counseling in the context of the workshop. There undoubtedly will be participants who have needs in this area and who may easily become disruptive to the total group's participation. Instructors must take care to keep balance in participation and now allow any one or two individuals to monopolize either class time or the instructor's attention.

The problem can be handled easily by simply deferring the question or the problem until after the class session is over. At that time, explain that the purpose of the workshop is to focus on the career directions of the participants in a supportive group environment. It is not to focus on or solve specific personal needs, other than in the job search category. An instructor may choose, particularly if trained and qualified in counseling and guidance, to work with a participant. Again, this is discouraged. Generally, continued follow-up after the workshop is not feasible or advisable. A wiser course is to refer the particular participant to another professional outside the workshop for whatever needs she may have. It is, therefore, important for the instructors to have at their fingertips some legitimate and qualified resources to whom they can refer class participants.

Mandatory Reading

Frank, Harold H. and Carol Wolman, "The Solo Woman in a Professional Peer Group," *American Journal of Orthopsychiatry,* January 1975. (See also Frank's *Women in Organizations,* published by the University of Pennsylvania Press.)

Bradford, David L., Alice G. Sargent, and Melinda S. Sprague, "Executive Man and Woman: The Issue of Sexuality," in Francine E. Gordon and Myra H. Strober (Eds.), *Bringing Women into Management* (New York: McGraw-Hill, 1975).

Broverman, Ingle K. et al., "Sex-Role Stereotypes and Clinical Judgments of Mental Health," *Journal of Consulting and Clinical Psychology* 34 (1): 1-7.

EEOC Guidelines

FOR INSTRUCTORS ONLY

The section on interviewing cannot be considered complete without at least touching on the subject of equal employment opportunity. Some sort of lecturette or discussion needs to take place – you may or may not want to prepare some form of handout for participants. The manner and the depth in which this topic is addressed is the option of the instructor. The following information is included only as a general guide; it certainly is not definitive, and a lawyer should be consulted for specifics or legal action.

Information and guidelines addressing legislation affecting issues of equal employment can be obtained through the Equal Employment Opportunity Commission (EEOC). Discrimination occurs not only on the job but preceding employment in job applications and job interviews. Interviewers are supposed to be up-to-date and informed about what they can and cannot legally ask or require of an applicant but many are not. It is helpful, therefore, for an applicant to be aware of her rights under the law. Some of the laws affecting employment are:

Equal Pay Act of 1963 (amended)
Title IX of the Education Amendments of 1972 (as amended)
Equal Credit Opportunity Act
Age Discrimination Law in Employment Act of 1968
Title VII of the Civil Rights Act of 1964 (as amended)
Title VIII of the Civil Rights Act of 1968 (as amended)
Title VI and Title VIII of the Public Health Service Act (as amended)
Revenue Sharing (State and Local Fiscal Assistance Act)
Comprehensive Employment and Training Act (CETA)

Ask such questions as: What does it prohibit? Who's covered? Who enforces it and how? What's the complaints procedure? And what happens if you win? If you lose? The details of the above acts can be secured by contacting the federal offices charged with their administration and which are listed in Section —— of this manual.

Whether or not an individual decides she has been discriminated against in the hiring process, and whether or not she decides to take action and file a complaint or suit, is strictly her decision. A word of caution: Experience confirms that harassment (usually subtle, not blatant) of the employee does exist and that blacklisting does occur. Some applicants win or regain positions only to find that negative pressures increase or become so intense that they still decide to leave an organization. Some individuals file and win, and apparently encounter no further problems from the previous employer or in seeking new employment. Some file and lose. It is advisable to be as thoroughly informed as possible before taking any action.

Some people will attempt to discourage action because a) you can't win, b) it'll take forever, c) it'll cost a fortune, and d) it'll hurt future job opportunities. The subtlety may be a societal attitude known as "keep 'em in their place."

There's truth or fiction in these statements depending on who says it; whether or not they are qualified to make the statement, and whether or not they were actual plaintiffs or defendants in a case with real facts at hand or only sharing third-party observations. How actions are handled depends solely on the individual, the organization, and the specific set of circumstances. All that is being suggested is that you be intelligently prepared and take into careful consideration the consequences as well as the benefits of an action. The duration of the fight, the financial drain, and the emotional toll for some individuals can be devastating.

Some resources include:

Women's Equity Action League
National Organization for Women
The Equal Employment Opportunity Commission
Attorneys
Individuals and organizations who have been involved in EEOC actions
Books and periodicals

Additional Information

1. Employers can and do notice appearance. They cannot make notes or comments about the sex of an applicant. Questions related directly to race, color, sex, religion, age or national origin are taboo – unless it can be substantiated that the issue is what the EEOC refers to as a "bonafide occupational qualification " (BFOQ). The burden of proof is on the organization. A woman cannot be refused a job because it involves travel with men or if the thought is that the working conditions or hours are unsuitable for a female. Age and sex could be a BFOQ, for example, in the hiring of an actor or actress and cosmetic fashion models.

2. A question about marital status is verboten in the selection process. It can be asked for insurance purposes after hiring. If it is a BFOQ, it should be asked equally of men and women.

3. Questions regarding the number and ages of children are not acceptable. Again, this information can be used for insurance purposes after employment.

4. Organizations can require a physical exam. For jobs requiring manual labor, they can explain what it is, the requirements for the job, and how it is to be performed, but individuals cannot be ruled out on physical status alone.

5. If a security clearance is necessary, this can be done prior to employment but questions regarding possible criminal records cannot be asked.

6. Information about the military status of an individual can be requested with the exception of what type of discharge was received.

7. Discrimination of individuals between the ages of 40 and 65 on the basis of hiring, job retention, promotion, terms and conditions of employment are prohibited by the Age Discrimination Law in Employment Act of 1968.

8. The kind of residence an applicant has bears no relevancy to employment, but employers can inquire about the availability of a telephone for personal contact.

TO HELP YOU IN UNDERSTANDING SKILLS-IDENTIFICATION

FOR INSTRUCTORS ONLY

1. Samples and Examples

   The most useful way to get into this subject is to begin by simply studying some samples and examples, as they have appeared in previous students' analysis of their work.

   Unusual Perception in Human Relations
   Handling Prime Donnas Tactfully and Effectively
   Conducting and Directing Public Events and Ceremonies
   Lecturing with Poise before the Public
   Planning, Organizing, Coordinating and Directing Production of
   Office Procedures, Guidebooks, and Manuals
   Policy Interpretation
   Planning for Change
   Organization and Administration of In-House Training Programs
   Schooled in Instructional Principles and Techniques
   Bringing New Life to Traditional Art Forms
   Highly Observant
   Repeatedly Elected to Senior Posts and Leadership Positions
   Imagination and the Courage to Use It

2. Some principles for skill identification

   a. The word "skills" is being used in the most general sense possible. You are not looking for skills which you, and you alone, possess. It is sufficient that you should have it, to any degree, and that not everyone else in the world does. You are looking for anything that you may have exhibited when you were doing something; such as, a capacity, natural gift, instinct, an ability, something you have a good head for or eye for, a strong point, or know-how.

   b. Do not stick simply to traditional job titles, job descriptions, or historical statements. Capture your own uniqueness. Describe even common skills in any uncommon way that occurs to you.

3. Describe what you did, purely in functional terms. Action verbs have a stronger force than nouns.

4. You are aiming for as general a description as possible of the skill, so that the transferability of the skill to other fields is readily obvious.

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*(Adapted from *Where Do I Go From Here With My Life?* by John Crystal and Richard N. Bolles, ©1974 by Richard N. Bolles and John C. Crystal. Used by special permission. Those desiring a copy of the complete book for further reading may procure it from the publisher, Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707.)

Ex: Works well with Boy Scouts, Church Groups, etc.
A better use would be:
Readily establishes Warm Mutual Rapport with Students and Other Youth

"Transferability" is the key. "Established" puts your skill in the past only. "Readily Establishes" puts it in past, present and future. Again, "I was" puts it in the past. By dropping the "I was," it states an ongoing mode.

5. You are also aiming for the sub-components of big, general skills. Example: "Money Management" is too general; broken down into components, in terms of decreasing levels of complexity and responsibility, it could include: financial planning and management, fiscal analysis and programming, budget planning and preparation, cost analysis and estimates, projections and comparisons, audits, etc.

6. Avoid identifications that are too brief; add the details about the public (or object) that was being dealt with, and some adjectives if possible. Usually the greatest error is in being too brief in description and identification of skills.

   Ex: Barely decent: "Administering"
   Better: "Supervising and Administering Engineers"
   Best: "Supervising and Administering Highly Skilled Engineers."

7. Finally, it is helpful to capitalize all words in each identification. Capitalizing makes things more important (just naturally), and more like titles without being titles in the traditional sense of personnel "experts."

SOME SAMPLE VOCABULARY TO BROADEN IDENTIFICATION OF SKILL COMPONENTS SO THAT THEIR TRANSFERABILITY IS MOST EVIDENT (These are universal words, applying across all fields.)

Name of a Person with a Particular Skill/Function	The Skill/ Function as a Noun	Skill/Function as an Ongoing Verb	Product Resulting from Use	When Speaking History of Function's Use
Communicator	Communication	Communicating	Communications	Communicated
Director	Direction	Directing	Directions	Directed
Dealer	Deal	Dealing	Deals	Dealt
Trainer	Train	Training		Trained

The above are brief examples. For obvious reasons, the first column should be used as little as possible, since it locks you into job titles prematurely, and prevents your thinking of yourself in a much wider perspective.

SOME PERSONAL TRAITS OR ADJECTIVES DESCRIBING THE WAY YOU DID (AND DO) VARIOUS SKILLS AND FUNCTIONS

(This is a very abbreviated list to be used only as examples)

exceptional
dynamic
versatile
lifelong
contagious
deft
successful
sensitive
readily
highest
significantly
empathy
accurately
urgently
driving
high-level
easily
humanizing
repeatedly
pioneering

SAMPLE OBJECTS OR PUBLICS THAT SKILL/FUNCTIONS ARE EXERCISED WITH

data
designs
programs
capabilities
ideas
standards
facts
reports
objectives
events
criteria
groups
journals
methods
needs
products
operations
sources
theories
costs
principles
investigations
input
process
controls

It then becomes useful, after fully identifying as many skills/functions as possible, to cluster your skills and organize them into appropriate categories in which general strength areas seem to stand out: Examples are Public Speaking; Dynamic Leadership of All Age Groups, Especially Youth; Show Planning, Organization and Management; Group Dynamics; Management Systems Analysis and Engineering, etc. AND, there are no hard and fast rules as to the limits, extensions, or label descriptions of skills and functions. Use the words you feel best describe these areas for you.

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STEREOTYPES*

FOR INSTRUCTORS ONLY

Stereotypes function as screens that block out other experiences or information which would lead to personalized responses.

Stereotypes are resistant to change.

Stereotypes are rooted in the collective unconscious, ageless archetypes.

What applies to the total stereotyped group applies to each member of it.

Every member of the stereotyped group is just like every other member.

Stereotypes do not transfer to non-group members.

Stereotypes make comparisons against unidentified yardsticks.

Comparative stereotypes are judgmental and negative.

Stereotypes enjoy wide popularity; sharing them can gain acceptance and expected camaraderie – the common bond.

Stereotypes are often used to elicit sex-role behavior.

Stereotypes are applied with different meanings to the same category and used interchangeably.

Deviators from the stereotype must be exceptional to withstand the pressure to be cast back into it.

Deviators from the stereotypes are exceptions, admired but with no expectation that the deviation can be repeated.

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*From *Breakthrough: Women into Management* by Rosalind Loring and Theodora Wells. © 1972 by Rosalind Loring and Theodora Wells. Reprinted by permission of Van Nostrand Reinhold Company.

HOW TO USE THE WORKSHOP GUIDE

FOR INSTRUCTORS ONLY

The workshop guide is divided into two large sections.

1. The Basic Model – A workshop for the underemployed/career changer

2. Modifications – Additional information to adapt the Basic Model for the following groups:

    - The Black Career Seeker (M-1)
    - The Latina Career Seeker (M-1)
    - The Job Seeker (M-2)
    - The Re-Entry Woman (M-3)
    - The Non-Traditional Career Seeker (M-4)
    - The Faculty Workshop
    - The Family Workshop

The Basic Model and each modification have three subdivisions:

- A statement of purpose sheet which lists goals, rationale, and objectives
- A schedule with possible time frames
- The actual workshop design

Modifications include different purpose sheets and alternative activities to adapt the workshops specifically for one of the groups listed above.

Review the purpose statement and make sure the objectives stated for the particular workshop meet those defined by you for your target population.

The schedule sheet provides information on how we determined the workshop would flow best; that is, the sequence of sections and activities. We were held to 12 or 18 hours for the workshops. You may have more flexibility and wish to adjust times and days to more nearly meet your needs.

The actual workshop design is in outline form. Each roman numeral represents an objective. Following each roman numeral are two pieces of information specifically for the instructor:

- The suggested activities with minimum times
- The materials needed

If ever there was a point of contention between the designers and the workshop instructors it was definitely about the stated times for each activity! There never seemed to be enough! Please keep in mind that your individual presentation style, the level of involvement of the group and various interruptions will certainly affect the amount of time it takes to cover an activity. The suggested times are there as guidelines, not guarantees, for how long each activity may take.

Throughout the workshop design you will find some suggested comments to convey the idea of lecturettes. Please research additional information on your own so that you can prepare and present lecturettes and comments in your own words. Again, we are aware that you will be inclined to pick and choose from the number of activities we have presented and from your own experiences. Our strong recommendation is that you carefully examine the purpose of each activity you choose and be aware of the sequence in which you structure the activities.

Caution

In presenting workshops of this nature, all instructors should be aware that they are playing a big part in the life decisions a participant makes as a result of her involvement in this workshop. All workshop presenters have an ethical responsibility to present factual material in a fair manner, without attempting to sway participants into one particular field or job, to go to work, or not to go to work. The basis for this type of process is that an individual learns methods for implementing a **self-directed job search** that will meet her own needs and goals, not those of the instructor. The decisions and the choices must be left to the participants.

EMPLOYMENT SKILL TRAINING FOR THE UNDEREMPLOYED OR CAREER-CHANGING WOMAN

PURPOSE

This workshop is designed specifically for the undermployed or career-changing woman. Its purpose is to assist in the development of knowledge and skills necessary to secure satisfactory employment as defined by the individual.

GOALS

To provide a learning model regarding effective employment seeking which an individual will be able to utilize now and in subsequent job-seeking activities.

To assist in the development of a realistic employment-seeking action plan.

RATIONALE

In the development of this workshop it is assumed that many women need job-preparation skill training due to early negative sex-role socialization and stereotyping. Results of the Client Needs Survey document that even those women with college-level education or experience feel the need to learn skills to upgrade their employment positions. Evaluation of the Women's Center Employment Information Service indicates there is a predictable, effective, replicable method of successful employment seeking. Based on this evaluation, the core components of such a job-seeking process have been embellished and incorporated into this workshop.

This workshop is also based on the premise that the laboratory method of learning (experiential) is more effective than the didactic method for this type of training.

OBJECTIVES

1. Completion of a self-inventory of the personal aspects of employment or employment seeking by:
    a. assessment of current employment status by examining
        - what the dissatisfactions are, and
        - what would be different in an improved situation
    b. identification of internal inhibiting factors and resources with which to develop specific strategies to overcome these factors
    c. assessment of positive personal qualities related to general employability
    d. assessment prioritization of achievement and affiliation needs
    e. identification of external societal barriers and their impact on career decision making
    f. incorporation of work values, job satisfiers and other pertinent data into a job action plan.

2. Completion of an assessment of individual marketable skills by:

   a. identification of marketable skills and job titles requiring those skills
   b. examination of transferability of marketable skills from one career field to another; re-labeling skills using jargon of the new field
   c. documentation of needs for additional education/training and identification of resources for additional skill building

3. Participation in skill building sessions in job preparation techniques by:

   a. identification of resources and development of skill in time management and decision making for home and work
   b. identification of job researching techniques
   c. documentation of the components of an effective resume and cover letter and completion of application forms
   d. demonstration of quality interviewing skills by role playing
   e. assessment of bargaining power and documentation of components of effective negotiation

ABSTRACT

The primary training mode will be experiential but will use didactic materials to present general data. The design is structured to generate data from the trainees, demonstrating methods of incorporating this individual data into a job-seeking action plan.

The workshop flow is from:

Personal awareness regarding career choices
to
Marketable skills identification
to
Job-seeking skill building

Realistic career decisions must be based on a thorough, realistic assessment of one's own abilities and level of commitment. Total workshop time will be 18 hours, including the completion of evaluation instruments.

SUGGESTED GROUP SIZE

Maximum of 15 participants; one instructor

MATERIALS

Participant Packet
Evaluation Instruments
Instructional Materials
Chalk and Chalkboard
or
Newsprint and Marking Pens

Paper and Pencils
Masking Tape
Handouts
Ashtrays/Drinks, etc.
AV Equipment (optional)

SCHEDULE
THE BASIC MODEL
THE UNDEREMPLOYED/CAREER CHANGER

	Activity	Suggested Time
	Registration	30 Minutes
I.	Orientation	30 Minutes
II.	Decision Making and Goal Setting	1 Hour
III.	Assessment of Current Employment Status	30 Minutes
IV.	Internal Barriers	1 Hour
V.	Positive Personal Qualities	30 Minutes
VI.	Achievement/Affiliation Needs	30 Minutes
VII.	External Barriers	30 Minutes
VIII.	Job Satisfiers/Action Plan	30 Minutes
IX.	Skill Identification	1½ Hours
X.	Skill Transfer	45 Minutes
XI.	Educational Information	30 Minutes
XII.	Researching Techniques	1½ Hours
XIII.	Resumes and Related Forms	2 Hours
XIV.	Interviewing Techniques	2 Hours
XV.	Negotiation	2 Hours
XVI.	Closure	1 Hour

ONE POSSIBLE SCHEDULE

SATURDAY

	Registration	9:30 - 10:00 a.m.
1	Orientation	10:00 - 10:30
2	Decision Making & Goal Setting	10:30 - 11:30
3	Assessment of Current Employment Status	11:30 - 12:00
	LUNCH	12:00 - 12:30 p.m.
4	Internal Barriers	12:30 - 1:30
5	Positive Personal Qualities	1:30 - 2:00
6	Achievement/Affiliation Needs	2:00 - 2:30
	BREAK	2:30 - 2:40
7	External Barriers	2:40 - 3:10
8	Job Satisfiers/Action Plan	3:10 - 3:45
	Wrap-Up	3:45 - 4:00

TUESDAY

9	Skill Identification	6:30 - 8:00 p.m.
	BREAK	8:00 - 8:15
10	Skill Transfer	8:15 - 9:00
11	Educational Information & Wrap-Up	9:00 - 9:30

THURSDAY

12	Researching Techniques	6:30 - 8:00 p.m.
	BREAK	8:00 - 8:15
13	Resumes and Related Forms I and Wrap-Up	8:15 - 9:30

TUESDAY

13	Resumes and Related Forms II	6:30 - 7:15 p.m.
	BREAK	7:15 - 7:25
14	Interviewing Techniques & Wrap-Up	7:25 - 9:30

THURSDAY

15	Negotiation	6:30 - 8:30 p.m.
16	Closure	8:30 - 9:30

I. ORIENTATION

INSTRUCTORS: The purpose of this section is to familiarize participants with your organization, the workshop schedule, and who you are; to develop a learning contract with the group; and to set a comfortable atmosphere.

Total time: 30 minutes

Suggested Activities	**Approximate Time**
A. Introduction	1-2 minutes
B. Develop a Goal Contract	10 minutes
C. Participation Contract	5 minutes
D. Climate-Setting Exercise (Use one of three options) • Name Game • Name Tags • First Impressions	15 minutes

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A. Introduction

This is an opportunity for you to welcome the group, introduce yourself, briefly describe the presenting organization, and take care of necessary housekeeping details.

B. Develop a Goal Contract

Time: 10 minutes
Materials: Flip Chart with schedule
Copies of Employment-Seeking Action Plan, p. 94

Describe the purpose and goals of workshop

Suggested Comments:

Richard Bolles, author of *What Color Is Your Parachute?* suggests there are three main inhibitors to a successful job hunt: **lack of time, lack of purpose or motivation,** and **lack of tools.**

One of the purposes of this workshop is to assist you in decreasing these inhibitors. For example, it is quite easy for all of us to say we just don't have the time to really look for the kind of job we want. Consider, however, that if most of us work 40 hours a week, 50 weeks a year, for the next 15 years, we still won't be close to retirement, but we will have worked 30,000 hours. Doesn't it make sense to spend a few weeks developing strategies to get a job you're satisfied with if you're going to invest more than 30,000 hours in a job? And that doesn't even count overtime! If lack of motivation is your problem, multiply those same hours by $5.00. You're making an investment of your time that results in $150,000.

For many people it is difficult to find a reason for doing things differently. You can continue to watch the want ads, but we hope through your participation in this workshop you will learn things that help you not only in seeking employment but also in other areas of your life.

The last inhibitor is lack of tools, or not knowing how else to go about an effective job search. Again, the methods and information presented in this workshop have been used by many people, throughout the country, successfully.

INSTRUCTORS Have flip chart prepared with the schedule of the workshop.

As you see from the schedule, the workshop consists of three main areas: **self-assessment, identification and assessment of marketable skills**, and **actual job preparation techniques**. The entire process is divided into sequential parts with each part building on the previous one. It's very important that you attend all sessions. It will be very difficult to write your resume if you have not identified your skills, and so on.

Learning occurs only if you are actively involved and do the work assigned. The process cannot be acquired through osmosis nor is it like going to an employment agency where someone else will tell you what type of job is "right for you." In other words, the process itself is simple, but the doing of it is not easy. **You** will have to do the hard work yourself. Each of you must be responsible for your own learning. If something is going on you don't understand or don't feel meets your needs, then it is **your** responsibility to speak up because it is affecting **your** learning.

My role as an instructor is to present new information and to facilitate learning as well as to keep the group on track. I don't have all the answers or all of the information. I'm not the only resource in the room. It is an essential part of learning that **all** group members share their information with the group. It is important for you to understand that this workshop does not offer any "instant" or "magic" answers. The answers are within each of you. This workshop offers only methods of extracting some of those answers and putting them into a workable process for the best results.

This workshop consists of_____hours. Much of the work will be done on an individual basis even long after this workshop is over. **The most important learning that can be gained in this workshop experience is that of learning an effective process for seeking employment.** To demonstrate part of the process, an Action Plan format has been developed for you.

INSTRUCTORS Distribute the Action Plan to the group.

This is simply a way of organizing yourselves regarding your employment seeking. As you work on identifying what you want to do, you will be able to fill out these pages. This is merely a visual way to examine what you want to do and what's the best way to do it. Once you've learned this process, it is yours forever. You can use it over and over again as you advance in your career or make other career changes

The main focus of the workshop is career counseling, to be conducted in a group setting. Specific questions and problems will be addressed; however, it would be impossible and unfair for one person to monopolize the group with individual problems or ideas. Resource information is included throughout the workshop to give you leads on where to get additional help in your job search or in other areas of your life. If you need additional information, please don't hesitate to ask, but be aware that some problems may best be dealt with outside of class.

INSTRUCTORS A request for questions and/or comments should be made at this time. After clarifying all comments, some type of "contracting" should be done. The group can be asked to verbally "buy into" what you've said or at least give a nod of "yes, it's OK to go on." The last statement should be a verbal recognition of this contract – a "we're all in this together" statement.

C. **Participation Contract**
Time: 5 minutes
Materials: Handouts of Participation Contract, page 95; pencils

Discuss Participation Contract

Instructors should have copies made of the following contract for distribution. Discuss with participants any anticipated problems in keeping the contract and any additions or deletions they may feel are needed.

D. **Climate-Setting Exercise** (Use one of the following three options.)
Time: 15 minutes each

Option I. The Name Game

INSTRUCTORS 1. The purpose of such an exercise is to set a comfortable learning environment and to provide an opportunity for the group members to get acquainted.

Begin by asking all participants to form a circle.

The first person starts by giving her name. The person to her right introduces herself and also gives the name of the person preceding her. The third person introduces herself and gives the names of the two people preceding her. The Name Game continues, with each person introducing herself and repeating the names of all those before her. By the end of the circle, names should have been repeated enough so that all participants know each others' names.

2. Variations on the Name Game can include giving not only the name but something special about the individual. This, too, should be repeated along with the names.

Option II. First Impressions
Materials: First Impressions Score Sheet, page 96; pencils

INSTRUCTORS

This exercise is intended to be used **now and during** the interviewing session as a tool for feedback. If you decide to use it only as a climate-setting exercise, allow additional time for processing.

1. Divide participants into dyads or triads, depending on group size. Give each member a First Impressions Score Sheet, asking them to read it over.

2. Give general directions for the exercise:
   - Within each group, each person is to give her name, the reason she came to the workshop, what she expects to get out of it, and any other data time permits.
   - Immediately after each person speaks, other members should quickly mark the First Impressions Score Sheet. Once scoring is completed, the next person in the small group has a chance to speak, and so on.

3. After each group member has had a chance to introduce herself within the small group, ask triad members to introduce each other to the large group. Participants should not share their score sheets until later. (If instructor plans to use this exercise exclusively as a climate-setting exercise, please refer to "First Impressions Part II" in the Interviewing Section for suggested comments.)

Option III. Name Tags
Materials: Pens, tape, large index cards

INSTRUCTORS

The purpose of this exercise is to learn each other's names and a little information about each other, and to be imaginative in creating one's own name tag.

1. Describe the purpose of the exercise. Distribute pens and index cards; then give the following directions:
   - write your name in the middle of the card. Write it large enough to be read by others
   - at the bottom left-hand corner, write in the type of occupation you dreamed of as a child

- [illegible] the bottom right-hand corner, write the name of a person who has had the most influence on your working life
- in the top right-hand corner, list three words ending in "ing" that describe you as a worker (it's OK to make up words)
- in the top left-hand corner, write in the amount of money you want to make in five years.

2. Instructors should emphasize that there are no right or wrong answers. After each step, be sure to allow enough time for participants to complete marking their name tags. Once the name tag is completed, allow a few minutes for participants to mill around the room, examining each other's name tags. Encourage verbal exchange.

*Other write-in topics (or make up your own) are:

- if you could save only one thing from your burning house, what would it be?
- draw a symbol representing your life.
- if you could do anything for six months, what would it be?
- what is your special "cause" in life?
- what is the nicest thing anyone could say about you?
- what one word would best describe your past working experience?

EMPLOYMENT-SEEKING ACTION PLAN

Instructor: The **Action Plan** consists of the eight pages shown. A sufficient number will need to be photocopied or printed so that each workshop participant possesses a personal copy.

EMPLOYMENT-SEEKING ACTION PLAN

Name:______________________________

This action plan provides a means of identifying and examining the following:

I. What problems I'm having concerning employment

II. A description of my "ideal" situation

III. Barriers that are keeping me from my ideal situation

IV. Resources that will help me achieve my ideal situation

V. Strategies to decrease my barriers and increase my resources

VI. Developing of realistic ways to achieve the ideal situation and placing these activities into a realistic timetable

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I. Identify the problems I'm having concerning employment

(Be as clear and specific as possible. Ask specific questions to help determine exactly who, what, when, where, why, and how.)

II. Identify my "ideal" situation

(What are my goals? Where do I want to be a year from now? Five years from now? Be as specific as possible and list everything that is really important to me in making up my ideal situation.)

III. Identify barriers

(What's keeping me from achieving my ideal situation?)

Internal Barriers
External Barriers

IV. Identify resources

(What or who can help me get where I want to be? Also, list how the help can be extended, if known.)

V. What can I do to:

Decrease the Internal and External Barriers?

Internally, I can . . .

Externally, I can . . .

Increase my resources?

Internally, I can . . .

Externally, I can . . .

VI. Identify the short-term goals and strategies to help me achieve my career goal(s):

Career Goal(s): First Choice:

Alternative:

Short-term Goal:

Strategy:

Short-term Goal:

Strategy:

Short-term Goal:

Strategy:

My Personal Timetable Includes:

By next month, I will . . .

Within 3 months I will have . . .

Within 6 months I will have . . .

At the end of the year I will have . . .

(Please continue with your own time increments.)

PARTICIPATION CONTRACT*

PARTICIPANTS

1. To be present at all sessions
2. To be on time for all sessions
3. To complete assignments and be prepared for each session
4. To be open, honest and caring of others
5. To express wants and needs if they are not being met
6. To be available for follow-up information; that includes keeping staff updated on address and phone numbers
7. To maintain the confidentiality of the group

INSTRUCTOR

1. To be prepared for all sessions
2. To be present and on time for all sessions
3. To be open, honest and caring of others
4. To be open to suggestions/feedback concerning more meaningful ways of information giving or processing
5. To be available to group members during sessions and at other times as negotiated
6. To be flexible when required, yet keep the group on track
7. To maintain the confidentiality of the group

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*Developed by Jan Evans, Project Counselor.

FIRST IMPRESSIONS SCORE SHEET*

Name of First Partner______________________________

Characteristic	Yes	No	Comments
Easy to understand	_____	_____	
Has a positive attitude	_____	_____	
Appears calm	_____	_____	
Has good eye contact	_____	_____	
Speaks clearly	_____	_____	

Overall impression:

Name of Second Partner______________________________

Characteristic	Yes	No	Comments
Easy to understand	_____	_____	
Has a positive attitude	_____	_____	
Appears calm	_____	_____	
Has good eye contact	_____	_____	
Speaks clearly	_____	_____	

Overall impression:

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*Developed by Denyc Perez, WEEA Assistant Project Director

II. DECISION MAKING AND GOAL SETTING*

INSTRUCTORS: The purpose of this section is to familiarize participants with goal-setting and decision-making models. These ideas can be interwoven into the overall workshop, demonstrating to participants how to use these techniques in their own job search and in other areas of their lives.

Total time: 1 hour

Suggested Activities	**Approximate Time**
A. Six-Step Problem-Solving Method	30 minutes
B. Goal Setting	30 minutes

A. The Six-Step Problem-Solving Method

Time: 30 minutes
Materials: For participants, handout on page 101
For instructor, flip chart and marking pen

1. Stress the importance of decision-making and goal-setting skills

Suggested Comments:

We are often unaware of the many decisions we make, sometimes even by default. Flipping a coin or waiting until it's too late to take action is making a decision. Our decisions determine our future regardless of how they are made. It is, therefore, extremely important that our decisions are made conscientiously, helping us to keep control of our lives.

We all have our personal methods of decision making. The purpose of this section is to acquaint you with a couple of models which seem to work for many people. I highly encourage you to develop your own decision-making process. Be aware of how you go to a particular point in your life. What decisions did you make to get there? Having this full knowledge of yourself will help you either to repeat the good things in your life or to avoid those situations which did not work out well. This must be a conscious process.

INSTRUCTORS Write on the flip chart each step as you describe the Six-Step Problem-Solving Method.

2. After describing the model to participants, ask for questions and discussion. If time permits, take a sample problem and work through it using this model. Often what seems to be one problem turns out to be

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*The activities in this section are adapted from the Women's Center of Dallas, Employment Information Service; and from Jim Horton et al., *RACE: A Realistic Approach to Career Education* (Dallas: Human Resource Development Center, Richland College, 1976).

a series of smaller problems. An important point to emphasize is that **problem definition** is the critical step.

B. Goal Setting

Time: 30 minutes
Materials: Flip chart and marking pen for instructor

1. Comment on the need for effective goal setting. Some of these can be put on flip chart.

Suggested Comments:

As mentioned in the opening remarks, one of the three inhibitors to an effective job search is lack of purpose. By defining a purpose, that is, by setting a goal, we stimulate motivation and can best utilize our capabilities. Behavior which is not goal directed often is haphazard and wastes time. Even grocery shopping takes some goal-setting abilities. Without proper planning, you could find yourself running to the store for milk, later in the same day for bread, later for butter, and so on until you have wasted much of the day – and a lot of gas – traveling to and from the store.

Let's explore some of the other reasons goals are so important:

- goal-directed behavior is more efficient and effective than "putting out fires"; that is, planning effectively prior to taking action can save a lot of time that would otherwise be used in retracing steps to do something right.
- goals help to eliminate undefined anxieties; if you know where you're going, you're less likely to think you're "off track."
- goals help develop a sense of accomplishment. By setting goals and planning effectively you can maximize your potential – you do things in an organized manner, do them well, and if things don't go right, you're more likely to know why and at which step they went wrong, as well as when to make adjustments.
- goals help you to use limited resources more effectively, especially time.
- goals aid in the development of personal social, economic and intellectual development – you become and maintain being a self-sufficient adult.

2. Describe to participants how to evaluate and set goals.

> *". . . was the arrow that helped me find my target."*
>
> *"Great help to any woman – at any age – anywhere!"*

Suggested Comments:

It is very easy for us to set ourselves up for failure by not setting realistic goals. Here are a few examples of what to look for in defining what our goals are to be.

(a) **Specificity**. Are my goals really measurable or are they so wishy-washy I really don't know for sure if I accomplish anything? An example of a non-specific goal would be "I will improve my performance with my employer." How will I improve it? When? How will I know when I have met my goal? Try this for a specific goal: "I will set up an appointment with my employer tomorrow to discuss what steps I need to take to improve my opportunities for promotion to the Marketing Department."

(b) **Realistic**. Do I set goals for myself which I cannot realistically achieve? How can I tell if the goal is within my limits? What resources do I have on my side and what factors are against me: time, money, level of motivation, mental and physical qualities, support of spouse, etc. An unrealistic goal at the start of a career change would be "I'll have a career within the month that I love and will stay with." A realistic goal might be "I will contact three organizations in my chosen field within two weeks to explore career opportunities with them."

(c) **Observable**. How am I going to know when I have actually reached a goal? Can I, or others, observe a change in my behavior or attitude? An unobservable goal could be "I will increase my self confidence." An observable goal relating to this might be "I will enroll in an assertiveness training course" or "I will speak up more and share my ideas at the next staff meeting."

(d) **Performance/Involvement**. Remember, these are your goals (not your family's or someone else's). The purpose is for you to be in charge of your life, and to do that you must be involved. Does my stated goal require something of me instead of leaving it up to someone else? An uninvolved goal might be "The department needs a better communication system." The involved goal would be "I'll investigate the advantages and disadvantages of two or three systems and present a recommendation to the department head within two months."

3. Involve the group in discussion of goal setting.

Possible questions to generate discussion would include:

- Do any of you set goals for the day – a "to do" list or something of that nature? Why do you do it? How does it work for you?
- What has been your goal-setting process up to now? How do you think you could change to improve it?

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*Reprinted from: J.W. Pfeiffer and J.E. Jones (Eds.), *The 1972 Annual Handbook for Group Facilitators*. San Diego, CA: University Associates, 1972. Used with permission.

- What's the importance of setting goals for yourself at this time in your life?
- What kind of information have you used in the past to set goals? What kind did you set?
- Was the information you used helpful? If so, why? If not, why not?

4. Time permitting, a group exercise to demonstrate goal-setting skills may be used. Simply ask participants to write down several of their goals for this workshop. Ask for volunteers to share their goals with the group. Allow the group to give feedback on how specific, realistic, observable and involvement-oriented the goals are.

THE SIX-STEP PROBLEM-SOLVING METHOD

1. Defining the Problem

This is the critical step in any problem-solving activity. For example, it is too easy for women to consider a job change simply because they can't stand their boss or a co-worker. The job may not be the actual problem. The relationship with the fellow employee is the problem. The tactics used in solving a relationship problem are different from the tactics used in finding another job. Give this step much consideration. Be specific, and don't put two or more problems into one problem definition.

2. Brainstorming Possible Solutions

"Brainstorming" simply means that you identify all the possible ways this problem could be handled. Don't block your creative urge by eliminating possible solutions on the basis of "I've tried that before and it didn't work," "that would never work," and other defeatist methods. Remember, this step requires that you generate as many solutions as possible.

3. Evaluating and Testing Various Solutions

This step requires that you be absolutely honest with yourself about what can and cannot work. Sometimes in evaluating solutions, a new one may be thought of. That's fine, but be sure to examine that as thoroughly as your initial brainstorming. Evaluate items in terms of time, will they solve the problem, can you do it, why it might not work, etc.

4. Deciding

After careful evaluation of each possible solution, you must decide on which one(s) will best work for you. This is the step where you commit yourself to solving the problem.

5. Implementing the Solution

You actually do what you decided was the best solution. Coming up with great solutions will not solve the problem. **Act.**

6. Evaluating the Solution

Once you have implemented your problem-solving strategy, examine what happened. Did it work? Has the problem been solved? What helped it work? What kept it from working? Most people will evaluate only when something didn't work; it is equally important to evaluate when everything goes as planned. By looking at what happened and how it worked, you sharpen your skills in problem solving. Careful examination of how everything did or did not work out will help your subsequent problem-solving sessions.

III. ASSESSMENT OF CURRENT EMPLOYMENT STATUS

INSTRUCTORS: Corresponding to problem-solving models, this section is to assist participants in defining what problems currently exist in their employment situation. Activities are designed to focus on problem identification as a basis to begin developing realistic measures for improvement.

Total time: 30 minutes

Suggested Activity	**Approximate Time**
Problem Identification Exercise	30 minutes

Problem Identification Exercise

Time: 30 minutes
Material: Pen and paper

1. Describe the purpose of the exercise, reminding participants of earlier discussions on problem solving and decision making.

Suggested Comments:

Dissatisfactions and goals fit together. Generally, a goal is an imagined solution to a problem. First, the problem has to be identified, or, going back to the first part of the workshop, a need has to be defined. After the need or problem has been defined, a goal may be set which will change or alleviate the problem. What we are attempting to do is locate unmet needs and/or problems that are present in your current employment situation, stating methods of meeting these needs by stating what would be different in an improved situation.

2. Ask participants to take paper and pens and make two lists: one list headed **"Things I don't like"** and one list with **"Things I want to happen."** Encourage participants to be sure these things can be met in a work situation and that they are both realistic and attainable.

3. With the purpose of getting feedback on problem definition, open the group for discussion.

INSTRUCTORS

These are a few examples of what you might encounter and possible methods of encouraging participants to really dig down and assess their situations realistically.

Example A – A participant may list "not enough money" on her first list and "get a job that pays better" on her second list. Attempt to get her to define more specifically what she wants by asking questions such as: Are you willing to work overtime? week-ends? take work home? Would better fringe benefits free up more of your salary? Is it that you need more money or do you need help in learning how to budget your finances?

Are there other factors that are keeping you from earning more money, like not having enough education or training for a promotion?

Example B – A participant first lists "trouble with co-workers" and then "to change jobs to be in a friendlier office." Some possible questions might be: Is the problem with one person or most of the staff? Have you had these kinds of problems before? Will changing jobs help or will you need to change fields? Can the type of work you're in be done in this kind of atmosphere? What other reasons, if any, do you have for wanting to change jobs?

4. Depending on time, instructors may want to allow participants to look over their Action Plan and start recording information on the appropriate pages. If there is not enough time, remind them that problem identification is an essential part of their overall Action Plan and they will have time to work on it later.

THE WORKSHOP

There they sit, chatting,
Excited and gay,
More nervous than kindergartners
On their first day.

Some thin and young,
Some older and fat,
From life their hearts hung
Up in put-downs and that

Kind of stuff that you get from
Families who think,
As a person you should spend
Your whole life at the sink.

. . . Lynn Riddle

IV. INTERNAL BARRIERS

INSTRUCTORS: This section focuses on the identification of those personal, internal qualities which act as barriers to employment seeking or other goal-directed endeavors. This, and the following four sections, will assist participants in identifying their barriers and resources for improvement to be included in the Action Plan.

Total time: 1½ hours

Suggested Activities		**Approximate Time**
A.	Lecturette	5-10 minutes
B.	"I'm More Like This Than That"	15 minutes
C.	Descriptive Words Checklist	15 minutes
D.	Assertiveness	45 minutes
E.	Resource List	5 minutes

A. Lecturette

Time: 5-10 minutes
Materials: Flip chart for recording, if desired

1. Define internal barriers.

Suggested Comments:

Now that you have identified problem areas in your current job status, let's examine some of the internal barriers, those self-defeating behaviors which keep you from making positive changes in your life.

An internal barrier is also some personal quality you have which keeps you from doing what's best for you. Some examples of internal barriers are:

fears
values
non-assertiveness
doubts
habits
prejudices
lack of decision-making skills
anxieties
opinions
needs

Can you add to this list?

INSTRUCTORS If using a flip chart, be sure to record all additions made by participants.

2. Engage the group in a discussion on how these internal barriers may keep them from effective employment seeking or from advancement in a particular field. If necessary, offer some examples to get the discussion started. Some of the behavioral examples are:

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- being too shy to call and set up an interview
- putting off working on a resume because you can't think of anything positive to say about yourself or don't feel you've done anything worthwhile to put in a resume
- not wanting to come to class, because you know it won't help anyway
- being late for everything.

3. Explain to participants that the following exercises will help them to identify their internal barriers and explore methods to overcome them.

B. "I'm More Like This Than That"
Time: 15 minutes
Materials: Pencil, handout on page 109

INSTRUCTORS

1. Distribute handout: I'm More Like This Than That. Allow ample time for completion.

2. Engage the group in a discussion about how they've rated themselves. Some possible questions to generate discussion are:
   - Did you have any difficulty completing this exercise? Why? Why not?
   - Had you rated yourselves like this before?
   - What does this profile tell you about yourself?
   - How many items in your profile have hindered you in your decision making? How many have helped?
   - Are you satisfied with them? If so, how do you maintain these personal qualities? If not, how would you like to change?

3. It may be important to emphasize the impact of internal inhibitors on one's effectiveness. For example, a simple thing like being unable to say no to added job responsibilities can result in an overall loss of effectiveness due to work overload. By allowing internal inhibitors to interfere with goal-directed behavior you can create problems for yourself that only you can change.

C. Descriptive Words Checklist
Time: 15 minutes
Materials: Pencil/pen, handout on page 109

1. Lead into this exercise by explaining that this will provide an opportunity for each participant to rate herself on a number of personal characteristics and her satisfaction with them.

INSTRUCTORS

Hand out Descriptive Words Checklist.

2. Explain how to rate each item (see below). Be very clear that each participant is not being asked to rate the characteristic in general but is being asked to define her own satisfaction with either having or not

having that characteristic. For example, the purpose is not to rate "lewd" as positive or negative. The purpose is to rate whether or not an individual considers herself lewd and whether or not she is happy being lewd.

Rate each word on the Descriptive Words Checklist by placing one of the following marks next to each item:

√ – I have this quality and want to keep it
○ – I don't have this quality and don't want to develop it
+ – I don't have this quality but would like to develop it
— – I have this quality but would rather not have it

3. Allow ample time for completion. When everyone has finished, ask participants to total up each √, ○, +, —.

4. Describe the scoring interpretations to participants and then ask for discussion.

Scoring interpretation:

The √ and ○ are the indicators of self-satisfaction. Higher scores in these two areas indicate a greater degree of self-satisfaction than dissatisfaction. The + and — are the indicators of self-dissatisfaction. Higher scores in these two areas indicate a greater need for change from one's current personal orientation.

Process this exercise. It should focus on the positive as well as the negative aspects of the scores. For example, if a participant scored very high on + and — , and consequently low on √ and ○ , that may indicate a self-rejecting attitude. If so, isn't this an internal barrier in and of itself? What can be done to view the self in a more realistic and positive manner? The score may also indicate a self-assessment of things she realizes are detrimental to her life goals and wants to change. What plans can be made to effect the needed changes?

It maybe useful at this point to remind the participants of the Action Plan. One section calls for methods of increasing resources and decreasing barriers. Personal characteristics very much act as resources and barriers and should be recognized as such.

D. **Assertiveness**
Time: 45 minutes
Materials: Pencils, Seven Assertive Problem Types (page 112), Spot Your Assertive Block Quiz and the Analysis of Answers (page 115)

1. Lecturette

Suggested Comments:

Aggressiveness is usually seen as one-way communication with the intent of humiliating or degrading the other person in some manner. What happens when this is happening to you? It is your right to be positively aggressive (assertive) and to keep yourself from being degraded as a human being.

The definition we will use for this session on assertiveness is that it is the ability to act appropriately in a variety of situations. It is not a matter of being rude before the other person has a chance to be rude or in any way humiliating the other person. Assertiveness is the ability to handle situations in the most positive way possible without degrading, or denying, yourself.

INSTRUCTORS Hand out Seven Assertive Problem Types.

2. Allow time for participants to read over the handout. Engage the group in a short discussion on how they perceive their assertive blocks. More than likely they have already identified some of these in previous exercises.

INSTRUCTORS Distribute the Spot Your Assertive Block Quiz.

3. Allow time for completion. Use the Analysis of Answers to score the test and interpret the other choices. Engage the group in a discussion of how they might improve their assertive skills. It is important to relate these issues to the employment-seeking process as well as to life in general.

Some possible situations for discussion:

- setting up an appointment for an information interview
- getting past an uninformative receptionist
- responding to an insulting remark or a question that is non-essential to job performance
- appropriately holding ground when being pressured to fight or change

E. Resource List

Time: 5 minutes
Materials: Handout on Community Resources (to be developed by instructor)

INSTRUCTORS Development of this handout must be left to the individual organizations using this manual because of the wide variety of local services and resources in different communities.

Suggestions for inclusion in this type of handout are:

- assertiveness training
  (locations, individuals/organizations offering training, dates, etc.)
- community colleges/universities
  (what personal growth courses or workshops are offered)
- yellow pages
  (look under "social service organizations")
- local community council
  (contact them for more information regarding to whom they make referrals, what agencies/services are nearby, eligibility requirements, etc.)
- women's centers, YWCA's
  (may offer courses, workshops, training, counseling sessions and other services of interest to participants)
- state/local welfare department

The purpose of this handout is to provide participants with information on what community resources are available if they identify a need for additional help concerning personal problems and issues. Generally, a workshop of the kind included in this manual is intense, of short duration, and limited in focus. It cannot, therefore, adequately cope in or assist with all personal issues. Generally, follow-up with individual participants is not feasible or practical, which is another reason for providing some direction to those who may need further assistance.

This is a direct responsibility of the presenter. It is unethical training practice to raise issues which cannot be dealt with in the session and then not provide additional resources.

> *"At last I have a good idea of what to do and where to go next."*

I'M MORE LIKE THIS THAN THAT*

Put a check mark next to the descriptions that apply to you:

I'm more:

_______ cautious than inclined to take risks

_______ intuitive than objective

_______ dependent than independent

_______ influenced by what others think than by what I think

_______ feeling than rational

_______ passive than aggressive

_______ quiet than assertive

Supply some of your own definitions:

____

____

____

____

____

____

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DESCRIPTIVE WORDS CHECKLIST*

able
accepting
adaptable
aggressive
ambitious
annoying
anxious
authoritative
belligerent
bitter
bold
brave
calm
carefree
careless
caring
certain
cheerful
clever
cold
complex
confident
conforming
controlled
courageous
cranky
cynical
demanding
dependable
dependent
derogatory
determined
dignified
disciplined
docile
dogged
domineering
dreamy
dutiful
effervescent
efficient
elusive
energetic
extroverted
fair
fearful
foolish
frank
free
friendly
genial
gentle
giving
greedy
gruff
guilty
gullible
happy
hard
helpful
helpless
honorable
hostile
idealistic
imaginative
immature
impressionable
inconsiderate
independent
ingenious
innovative
insensitive
insincere
intelligent
introverted
intuitive
irresponsible
irritable
jealous
jovial
juvenile
kind
knowledgeable
lazy
learned
lewd
liberal
lively
logical
loving
malicious
manipulative
materialistic
maternal
mature
merry
modest
mystical
naive
narcissistic
negative
nervous
neurotic
noisy
normal
oblivious
objective
observant
obsessive
organized
original
overburdened
overconfident
overconforming
overemotional
overprotective
passive
paternal
patient
perceptive
perfectionist
persuasive
petty
playful
pleasant
pompous
powerful
pragmatic
precise
pretending
pretentious
principled
progressive
protective
proud
quarrelsome
questioning
quiet
radical
rational
rationalizing
reactionary
realistic
reasonable
reassuring
rebellious
reflective
regretful
rejecting
relaxed
reliable
religious
remote
resentful
reserved
resolute
respectful
responsible
responsive
retentive
rigid
sarcastic
satisfied
scientific
searching
self-accepting
self-actualizing
self-assertive
self-aware
self-conscious
self-effacing
self-indulgent

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*David W. Johnson, *Reaching Out: Interpersonal Effectiveness and Self-Actualization*, © 1972, pp. 29-30. Reprinted by permission of Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

selfish
self-righteous
sensible
sensitive
sentimental
serious
shy
silly
simple
sinful
skillful
sly
sociable

spontaneous
stable
strained
strong
stubborn
sympathetic
taciturn
tactful
temperamental
tenacious
tender
tense
thoughtful

tough
trusting
trustworthy
unassuming
unaware
uncertain
unconcerned
untrolled
understanding
unpredictable
unreasonable
unstructured
useful

vain
vapid
visionary
vulnerable
warm
willful
wise
wishful
withdrawn
witty
worried
youthful
zestful

SEVEN ASSERTIVE PROBLEM TYPES*

1. **The shrinking violet.** Because you haven't learned to stand up for yourself, you can't express opinions, wishes, or refuse to take on the most unreasonable request. You encourage people to walk all over you and rarely receive a thank-you for your efforts. Unsure of who you are and what you want for youself.

2. **The fear victim.** You're frightened of the fearful and anxious thoughts you get at the very idea of being assertive, whether making a demand of a friend or asking for a promotion on the job. You constantly tell yourself, "I'd like to say this . . . do that, but I can't. I'm afraid to try. If it doesn't work, I'll feel even more insecure." Of course, when you take certain risks, you get anxious and encounter difficult situations, but the fear victim is so ruled by anxiety and the fear this arouses in her that she avoids the situation and thus avoids assertiveness.

3. **The sham assertive.** You seem very open, warm, even extroverted, but this seeming assertiveness often covers a lack of honesty. You utter lines like, "How wonderful to hear from you; I was just thinking about you" (completely untrue; you haven't thought about this particular person in months) or, "Darling, that dress is so becoming" (to yourself thinking, "It adds ten years to her age").

4. **The woman who wants the world to love her.** Your goal is to have everyone – husband, lover, children, boss, friends, shopkeepers, and even the man who comes to the door selling magazine subscriptions – think you're the greatest. Because of this you placate, aim to please, say yes to every request, do too much for others and very little for yourself. Rarely do you think, "Do I really want to do that?" Instead you think, "If I do it, will he/she like me more?" In seeking constant praise, you completely forget the all-important goal of self-respect.

5. **The split assertive.** I've used this phrase frequently in writing about assertive difficulties. You're a tigress on the job and a mouse in intimate relationships. You can hold down a demanding job, have an excellent relationship with your husband, but be unable to fire your cleaning woman.

6. **The manipulator.** Instead of openly communicating your needs, you become involved in indirect maneuvering. ("Darling, that idea you had about a vacation in Maine is terrific" – when he has never even mentioned the subject, or you woo him in bed so that later you can reveal the horrifying size of your bill from Saks.) Generally women who use these methods have low self-esteem.

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7. **The pusher**. You substitute aggression for assertion. With over-emphasis on your own ideas, too loud a voice, inappropriate outbursts, you constantly create turmoil. Your ideas may be good, but you disagree with others so much and so violently, express your thoughts in such an unpleasant, hostile way that you turn everyone off. Usually you lose sight of your goal (whatever that goal may be) and turn everything into a fight and then wonder why people don't like you.

SPOT YOUR ASSERTIVE BLOCK QUIZ*

1. You're single and applying for a job with a major company. The male interviewer asks you various questions about your background and then thrusts, "Are you going to stay or are you just using this to fill in the time before you get married and pregnant?" Do you:

a. Turn on your heels and exit with the line, "My personal life is none of your business."
b. Answer, "I can't project my life so far ahead."
c. Answer, "If I didn't feel committed to work and the chance for this particular job, I wouldn't be applying for it. Why did you ask that question?"

2. You've always been bad at figures. Now you're dating an accountant who seems interested in you. Tax time is nearing. You'd like him to help you fill out your form. Do you:

a. Say, "Joe, could you give me some help in filling out my tax form? It would help a lot, but I'll understand if you're too busy to take time for this."
b. Say nothing, fill out the form yourself and feel you did a bad job.
c. Say nothing and feel increasingly annoyed that he didn't volunteer to help you. This resentment grows until one night you lose your temper at him for something trivial.

3. You do a presentation of a proposed new project at an office seminar. When you finish, the boss comments, "What a good job." Do you:

a. Smile shyly and hang your head.
b. Say, "Thank you. I worked very hard on that point about such and such. What part did you like best?"
c. Say, "Oh, thanks. I don't feel completely satisfied with it."

4. For the past three years you've organized the annual fund-raising luncheon for a local charity group. Now the president telephones and asks you to handle the chore again. You don't want to do it. Do you say:

a. "I'd rather not. It's just too much work."
b. "Well . . . (long silence) . . . OK, but this is the last time."
c. "No, I don't have the time. Let someone else have a chance."

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5. You're the mother of three children, ranging in age from six to twelve, who continually fight at the dinner table. On this particular night you cannot stand the squabbling any longer. Do you:

a. Start yelling at them and saying things like, "Why can't you be like Mrs. Jones's kids? They're decent children."
b. Burst into tears, scream, "I can't stand it" and leave the table.
c. Quietly state, "I think I have the right to a decent dinner. If you must fight, take your plates to the dinette and do it there, or wait until after dinner and continue your fight out of my hearing."

6. Obviously in a bad mood, your husband comes home late from the office and greets you with "What a terrible day I've had." Do you:

a. Immediately counter with an account of your terrible day.
b. Start diagnosing his difficulties by telling him all the things he does wrong on his job.
c. Say, "I'm sorry you had a bad day. You mix drinks and we'll talk about it over dinner."

7. You'd like to ask an internist male friend out to the summer house you share with a mixed group for the weekend. Do you:

a. Say, "Would you like to come out to my summer house for the weekend? There'll be a nice crowd."
b. Stifle the impulse because Mother taught you 'Nice girls don't call men."
c. Ask a series of questions like, "Do you have a busy week?" . . . "Will you be on call this weekend?" . . . and keep on until you have all sorts of information about his social life. When you have this, you'll decide whether or not to extend the invitation.

8. You've sat in the same job for six years, doing very good work but receiving only limited raises and no promotions. Now there has been an office reorganization and you see a vacant spot where you could make a major contribution. Do you:

a. Wait for one of the executives to have the same thought.
b. Gripe about the situation to your peers and tell them all what you could do if you had "that job."
c. Go directly to the executive in charge of that job and ask for it. Be prepared to say what you can do and also have this outlined in a written memo which you leave with him.

9. You attend a big cocktail party where you know nobody. Do you:

a. Get a drink, hold it clenched in your hand, and die a thousand deaths inside, worrying that "nobody will talk to me."

b. Stay a half hour and go home, feeling like a wallflower.
c. Go up to someone and start talking.

10. You don't feel completely happy with your sex life. Your man's performance in bed leaves you frustrated and dissatisfied. Do you:

a. Play Dr. Freud with him. You initiate a discussion where you analyze his sexual problems, even pointing out his strong attachment to his mother (who has been dead since he was seventeen).
b. Continue to say nothing, resenting the situation but remembering your mother's words, "Not all women enjoy sex."
c. Have an open discussion with him in which you talk over the situation and take up what both he and you can do differently about sex.

ANALYSIS OF ANSWERS*

FOR INSTRUCTORS ONLY

1. Assertive block: **inability to answer put-downs.** Right answer: (c) you respond in a way that clearly indicates your interest in the position and are simultaneously nicely assertive. By querying the interviewer, "Why did you ask that question?" you bring his chauvinism out into the open and also maintain your own self-respect. Answer (a) is aggressive and (b) is a cop-out.

2. Assertive block: **inability to make a request of someone else.** Right answer: (a) In this you state your request directly, show what it would mean for you, and also recognize he has the right to refuse. In answer (c) you commit two mistakes: You expect him to be a mind reader, and because he isn't, later you explode over something that really has nothing to do with what you're angry about. You're angry at yourself for not asking the favor. In answer (b) your lack of assertiveness leads to feelings of dissatisfaction with yourself.

3. Assertive block: **inability to respond to compliments.** Right answer: (b) Here you show you appreciate the boss's praise, affirm the fact of your hard work, and invite further discussion of your project. Answer (a) is passive. In answer (c) you demean both yourself and your work. Even if you're not completely satisfied, this is not the time to bring it up.

4. Assertive block: **the ability to say no.** Right answer: either (a) or (c). Answer (a) is advanced – for people who have little trouble refusing a request. In answer (c) you also state your position firmly and clearly and you follow the rule that works well for people with difficulty in saying no; the very first word of your answer is no. Answer (b) is completely unassertive.

5. Assertive block: **standing up for your rights.** Right answer: (c) Do you feel you have a right to eat the dinner you've cooked for all those long hours at the hot stove in peace? If you do, as an assertive woman you must at least try to stand up for this right. If the children don't listen and continue to fight, you continue the "take your plates to the dinette" routine. In answer (a) you're aggressive and do nothing to help the situation. In answer (b) you're unassertive. You also forget that you have the obligation to serve as an assertive model for your children so that they can have the learning experience of seeing how an assertive person behaves.

6. Assertive block: **inappropriate communication.** Right answer: (c) Here you show you care and open the way for appropriate and close communication. Many people with assertiveness difficulties continually say

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things that they think are open and honest but in reality are inappropriate. This form of behavior can lead to numerous interpersonal difficulties, creating distance rather than closeness, dissension rather than helping the situation. In answer (b) you may be right – your husband may be mishandling the office situation – but obviously this is the wrong time to say what you think is the right thing. In answer (a) you show complete insensitivity to his own needs. You think you're being assertive; in reality you're inconsiderate.

7. Assertive block: **indirect communication**. Right answer: (a) By making the direct request, you'll get a direct answer. If he refuses, it means he's refusing the weekend, not attacking you as a person. In answer (b) you're still letting Mother run your life. In answer (c) you're maneuvering and being manipulative. The internist won't know what you're really getting at and may be turned off by your indirect questioning.

8. Assertive block: **setting goals**. Right answer: (c) In this you go after the position in a prepared, organized, direct fashion. You've set a goal and you make the attempt to reach it; up to now you've been passively waiting for something to fall in your lap. Of course, the person to whom you go for the position depends on your specific situation. In real life pick the person according to the realities of your particular firm. It might be wise to go to a friend at the top. Answer (a) is unassertive, and (b) is passive in another way. You're not putting yourself forward to the right people. Complaints to peers won't lead to a job change.

9. Assertive block: **lack of skills**. Right answer: (c) The art of initiating a conversation is a learnable skill. The assertive thing is to force yourself to go up to someone and start a conversation. There may be two problems involved: 1) You don't know how to do it. If so, try making a starter statement like, "I know very few people here – do you know a lot?" 2) Who's in command – you or your anxiety? There are many women who go to cocktail parties all the time and also feel anxious. Don't let the anxiety take over. Go over, start that conversation. As you do, the anxiety will go down. Answers (a) and (b) are complete unassertive cop-outs. You haven't even tried to reach out to anyone else – female, male, or couple. If you do, you may find he/she/they feel(s) as insecure as you do.

10. Assertive block: **lack of assertiveness about your own sexual needs**. Right answer: (c) By speaking up frankly and taking some responsibility for the sexual actions between you and your mate, you will go a long way toward a more satisfying sex life. Maybe you'll learn he has been feeling dissatisfied and would like you to take more responsibility. In answer (a) you're being aggressive and hostile and taking no step toward improving the situation. In answer (b) you're being unassertive and living in your brainwashed past.

V. PERSONAL POSITIVE QUALITIES

INSTRUCTORS: Now that the group has taken time to look at those qualities which interfere with their goal-oriented behavior, this section focuses on the identification of those qualities which assist in meeting goals.

Total time: 30 minutes

Suggested Activities	**Approximate Time**
A. Lecturette	3-5 minutes
B. Achievement List and Group Discussion	25 minutes

A. Lecturette

Time: 3-5 minutes

Suggested Comments:

Personal qualities are the distinguishing traits of your personality. They make up your unique individuality. Values are those concepts which you prize or hold in esteem. Personal values and qualities determine the lifestyle you choose to live. Your personal qualities and values should directly influence the type of occupation you choose to pursue. The working environment, organizational attitudes and employee responsibilities should complimen: your personality and values. You should never expect total satisfaction from the job itself; however, you can realistically look for a great deal of gratification if the work complements your individual needs.

The woman who is looking for a job (or a man for that matter) must first understand herself. We have already done a lot of work on those qualities which we feel interfere with our goal-directed behavior. Which qualities help us meet our goals?

For the Action Plan it will be necessary to assess – also realistically – those personal qualities which act as our resources. The next exercise is designed to help you explore your personality and values; to recognize those qualities which are really working to accomplish the goals you set for yourself.

B. Achievement List and Group Discussion

Time: 25 minutes
Materials: Pencil, paper

1. Lead into the exercise by commenting on those characteristics which help us accomplish stated goals. Participants may also be asked to share additional characteristics which they feel are personal positive qualities.

Suggested Comments:

There are a number of personal positive qualities which really contribute to success on the job and in life. Calmness, enthusiasm, friendliness, assertiveness, the ability to listen, a sense of humor, determination, tactfulness . . . the list could go on and on. Many of these have been identified earlier, but now let's identify good things about our personalities, realizing these qualities can be just as important as technical skills.

2. Ask participants to list three or more of their achievements. After listing the achievements, ask each participant to list the positive qualities involved in those achievements.

(**Note**: Often participants ask, "What kind of achievement?" They also indicate they can't think of anything. It's very important for the instructor to be able to give ideas of achievements which are not spectacular but certainly require goal setting, planning and action. Examples could include finishing school or getting a degree, planning an organizational function or meeting or program, building a house, or rescuing a kitten out of a tree. All are achievements. Later on in skill identification it will be necessary for participants to be able to recognize **how** they achieved, not **what** they achieved. How they got there and what they used to accomplish goals are more important than what was actually achieved.

3. The next step is for each participant to list at least five personal positive qualities which would be productive in a working atmosphere.

4. Engage participants in a short discussion of how personal positive qualities relate to employment situations. The purpose of this is to get participants to verbalize their strong points rather than working on paper. Part of effective employment seeking is the ability to interview effectively. In interviews it is necessary to be able to verbalize the strengths and abilities that qualify a person for the job. Emphasis should be placed on positive qualities; encourage positive "stroking" by the group.

Remind participants that these are not just "compliments" they receive from the group, or boasting on their part. It is practice in effectively and easily presenting one's abilities as they relate to work.

Some questions to generate group discussion might be:

- how have your personal qualities enhanced your work with your families, jobs, volunteer work or other community work?
- what kinds of comments from friends or co-workers boost your ego the most?
- think of a work situation where your personality helped in solving a problem or helped to accomplish things more efficiently. What was that situation? How did the personal quality help?
- what kind of job do you think you would be best in, and what personal positive qualities do you think would be most valuable in that job?

> *"The workshop has helped me to be more aware of my personal worth as a woman and my assets that can benefit any employer that hires me."*

VI. ACHIEVEMENT/AFFILIATION NEEDS

INSTRUCTORS: The purpose of this section is to examine those problems related to balancing home and career responsibilities.

Total time: 30 minutes

Suggested Activities	Approximate Time
A. Lecturette	10 minutes
B. Achievement/Affiliation Exercise	20 minutes

A. Lecturette

Time: 10 minutes
Materials: Marking pen, flip chart

INSTRUCTORS

The purpose of this lecturette is to call attention to the differences between achievement (professional) and affiliation (personal) needs. It is suggested that the chart included in this exercise be displayed for purposes of demonstration.

Often participants feel that pursuing a career is an "all or nothing" type of choice; that there can be little hope of having both personal and professional needs met. Although this section does not fully explore methods of resolving the issues, it is suggested the instructor take the responsibility for highlighting those things previously learned, such as goal setting and time management, which are relevant to these issues.

B. Achievement/Affiliation Exercise

Time: 20 minutes
Materials: Achievement/Affiliation Exercise (page 128), flip chart or chalkboard

Suggested Comments:

The purpose of the following exercise is to examine a little about home and work needs. William Schutz, a noted therapist, defines personal needs as being just as important as biological needs. By not feeling a part of a group, being loved or having some degree of control over our own lives, people wither.

In order to maintain a positive self-image it is necessary for us to have a sense of accomplishment: the feeling and knowledge that we've achieved something in and with our lives. It is **not** unnatural or in any way bad to want to succeed professionally as well as succeed in love or with our families. The essential criteria for succeeding in both arenas is to be aware of the needs and how to meet them. Often we think or feel we must choose between family life and a career – that there's no way of succeeding at both. Let's examine what the result can be of dissonance such as this; in other words, when we say or feel one thing but do another.

INSTRUCTORS

1. The following chart can be prepared in advance. A more effective means, however, is to write the chart up as it is discussed and ask for suggestions from participants on what to write in. (For example, ask for the typical behavior of someone who has the values and rhetoric of the "superworker").

SUPERWORKER

Suggested Comments:

Let's look at the values, rhetoric and behavior of the superworker. That is, let's imagine the values of a superworker – what she really feels/wants. Imagine what she says about what she values; and imagine her behavior – what she actually does.

	SUPERWORKER	WORKING MOM	SUPERMOM
VALUES	• Women should have fulfilling employment. • A woman is as competent as a man. • My career is most important to me.		
RHETORIC	• I support the ERA. • My career comes first. • I don't have time for a family.		
BEHAVIOR	• Has a full-time job. • Works lots of overtime. • Often gives up social activities for employment reasons.		

WORKING MOM

Now let's take a look at an imaginary working mother; the stereotype of a woman who both works and keeps up an active social/family life.

	SUPERWORKER	WORKING MOM	SUPERMOM
VALUES		• It's OK for women to be workers or homemakers. It's an individual choice. • Decisions about friends, work, and home should be based on wants and needs. • I want a career and a family life.	
RHETORIC		• I work and try to spend quality time with family and friends. • Sure I sacrifice certain things for my job and my family, but I get a lot more than I sacrifice.	
BEHAVIOR		• Has a part- or full-time job. • Participates in family/social activities and job functions as time permits.	

SUPERMOM

What about a supermom? What might her characteristics be?

	SUPERWORKER	WORKING MOM	SUPERMOM
VALUES			• A mother's place is at home with her children. • A husband's career is most important. • I want to devote my life to my family.
RHETORIC			• I can't work . . . I have kids. • A man has to support a family, so the jobs should be there for him.
BEHAVIOR			• Spends most of her time at home. • Most of her time is spent with family functions.

2. A brief explanation should follow about the importance of recognizing and owning one's needs and values. Emphasis should be placed on the fact that in no way is one imaginary character seen as having a better life style or being healthier than the other; however problems do arise when there is dissonance or inconsistency between one's values, rhetoric and behavior.

Suggested Comments:

No one life style is right or best. The only thing that is "best" is what works best for you, what you want out of life. However, many times it's easy to become somewhat trapped, doing things we really don't value (or haven't examined to determine whether they are our values, and not others' values we adopted early in life without question). It's just as easy to get trapped into saying things we don't really mean, mainly to convince or defend ourselves.

	SUPERWORKER	WORKING MOM	SUPERMOM
VALUES	• Women should have fulfilling employment. • A woman is as competent as a man. • My career is most important to me.	• It's OK for women to be workers or homemakers. It's an individual choice. • Decisions about friends, work, and home should be based on wants and needs. • I want a career and a family life.	• A mother's place is at home with her children. • A husband's career is most important. • I want to devote my life to my family.
RHETORIC	• I support the ERA. • My career comes first. • I don't have time for a family.	• I work and try to spend quality time with family and friends. • Sure I sacrifice certain things for my job and my family, but I get a lot more than I sacrifice.	• I can't work . . . I have kids. • A man has to support a family, so the jobs should be there for him.
BEHAVIOR	• Has a full-time job. • Works lots of overtime. • Often gives up social activities for employment reasons.	• Has a part- or full-time job. • Participates in family/social activities and job functions as time permits.	• Spends most of her time at home. • Most of her time is spent with family functions.

The traits divided by solid lines could be described as characteristics of a person who really values family life, but, due to whatever reasons, finds herself either overcommitted to her employment or trying to be good at all things for all people all at once. The traits intersected by the dotted line could represent the characteristics of a person who really wants to have a career, but, due to sex-role socialization or whatever reasons, finds herself negating her own values and buying into the more traditional roles.

3. Next explore one fact of internal conflict by doing the following exercise on how time is used.

ACHIEVEMENT/AFFILIATION EXERCISE*

List the time involvement that you devote to your personal and family responsibilities. Examples might include education, social or civic activities, children, exercise, etc.

	CATEGORIES	TIME INVOLVEMENT IN HRS/WK
1.		
2.		
3.		
4.		
5.		
6.		

List the time involvement you devote to your employment responsibilities. Examples might include preparation for work, travel to work, regular work hours, and overtime.

	CATEGORIES	TIME INVOLVEMENT IN HRS/WK
1.		
2.		
3.		
4.		
5.		
6.		

Rank your time priorities in order of importance to you.

	CATEGORIES	TIME INVOLVEMENT IN HRS/WK
1.		
2.		
3.		
4.		
5.		
6.		

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*Adapted from material developed by the Women's Center of Dallas, Employment Information Service .

VII. EXTERNAL BARRIERS

INSTRUCTORS: This segment focuses on the impact and interference of external barriers on career choices and employment-seeking processes.

Total time: 30 minutes

Suggested Activities	Approximate Time
A. Lecturette	5 minutes
B. External Barriers Exercise	20 minutes
C. Resource List	5 minutes

A. Lecturette

Time: 5 minutes
Materials: Marking pens, flip chart for instructor

Suggested Comments:

We have explored some of the internal, or personality, factors which affect our career choices. As you seek employment, however, there will be a number of external factors – things outside of yourself – which will influence what type of occupation you seek and how successful your employment search will be. Let's examine some of these issues.

Ask participants to suggest some external barriers they think people have to face in looking for employment. Record the suggestions on the flip chart. (The following can be recorded in advance, if desired, with the request for additions to come from the group.) Discuss.

Racial Discrimination
Financial Needs
Physical Limitations
Family Responsibilities
Transportation
Age
Peer Pressure
Sexual Discrimination
Educational Background
Societal Attitudes
Religious Constraints
Health
The Job Market
Family Attitudes

B. External Barriers Exercise

Time: 20 minutes
Materials: Paper, pencils

1. Ask participants to take out some plain paper. On the paper instruct them to list those external barriers they feel will most affect them in their employment seeking.

2. When the lists are completed, ask participants to share some of the barriers and to state how they think such barriers will affect employment seeking.

Remind participants of the importance of problem definition.

3. For each problem identified, ask the individual participants to brainstorm at least three possible means of overcoming their external barriers.

4. Begin a group discussion that emphasizes identifying methods of diminishing the impact of external barriers.

Some suggested questions might be:
- In identifying problems, were there any that you just couldn't quite put into words? If so, is this really going to be a problem after you spend a little time on it?
- Are you relying too much on what other people have found to be problems?
- Are there any items you marked for which you just can't figure out a way to overcome the barrier? Do you need the group to help you with this?
- Did you have any fantastic ideas while you were brainstorming that you'd like to share with the group?

C. **Resource List**
Time: 5 minutes
Materials: The Working Woman's Guide to Employment Myths (page 131), Affirmative Action Handout (to be obtained by instructor)

1. Secure from the nearest district office of the Equal Employment Opportunity Commission the current publication of **You May File a Charge** and any other related materials that may be suitable for your particular workshop.

Other affirmative action materials and information about related legislation may be secured from the following:
- Wage and Hour Division, Department of Labor
- Office for Civil Rights, Department of Education
- Employment Standards Administration of the Wage and Hour Division, Department of Labor
- Equal Opportunity Office, Department of HUD
- Office of Revenue Sharing, Department of Treasury
- Women's Equity Action League (WEAL), National Press Building, Washington, DC

INSTRUCTORS

2. Distribute and discuss handouts. Alert participants that affirmative action and other legislation are a protection against certain types of external barriers, but are not a cure-all. Individual methods of dealing with those external forces and job situations must be developed for employment seeking and retention.

"I found this course productive and enlightening and really broadened my knowledge and awareness of how to get what I want."

THE WORKING WOMAN'S GUIDE TO EMPLOYMENT MYTHS*

Myth No. 1: "Women don't need to work."

Facts: Two-thirds of the adult poor in America are women. About 40 percent of the working women in this country must work to support themselves and/or their families.

Myth No. 2: "Women don't want to work."

Facts: Forty-three percent of all women over 16 are in the labor force. More women, and female heads of households, who want to work are unemployed than men.

Myth No. 3: "Women are absent from work more often than men."

Facts: Men lose more time than women. This is particularly dramatic when [the statistics for] women over 45 are compared with [those for] men of the same age. If an employer's figures show higher absenteeism among his [sic] women employees, it's because he only hires women for low-level jobs with little responsibility and much boredom. To get a fair comparison, you must compare the data on employees at similar levels of responsibility. Boredom produces both illness and absenteeism.

Myth No. 4: "There are many jobs women just can't do."

Facts: Many occupations that have been traditionally considered "for men only" have been successfully performed by women who have been able to get the necessary training. This includes occupations like bricklaying, carpentry, plumbing, and others. New technological developments are making brute strength less and less a factor in most work, including factory work.

Myth No. 5: "Women make bad bosses."

Facts: It is a blow to many a masculine ego to have to take orders from a woman. The U.S. Civil Service Commission study shows that men who had worked under a woman supervisor had fewer objections to women in management positions than those who had not.

Myth No. 6: "Women don't qualify for the better-paying jobs."

Facts: There are proportionately more women college graduates in the work force than women with elementary school educations. But even women with college degrees are usually hired for clerical and secretarial

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*From *Women In Transition*, Women in Transition, Inc., copyright 1975, Charles Scribner's Sons. Reprinted by permission of the publisher.

work, or as salespeople. Even in the good-paying jobs, women are promoted more slowly than men. There are far more training programs open to men with high school educations than women with the same educational level. More women are receiving higher educations today, while the concentration of women in lower-income jobs is increasing rather than decreasing.

Myth No. 7: "Employment laws protect women rather than discriminate against them."

Facts: "Protective" laws such as those limiting the weight a woman worker may lift are used to keep women out of high-paying jobs that require no more physical strength than lifting a five-year-old. Protective laws would be fairer if they applied equally to men and women.

Myth No. 8: "Raging hormones hamper job performance."

Facts: There is little scientific evidence that the physiological changes that take place in women's bodies due to menstruation and pregnancy affect job performance at all. All workers experience cycles of low energy which produce apathy, indifference, and a tendency to magnify minor problems. Some studies indicate that men also go through a four-to-six week hormonal cycle.

Myth No. 9: "Working mothers are bad for children."

Facts: This is little more than an update on the old "A woman's place is in the home" platitude. There is no demonstrated significant difference between the lives of children whose mothers stay at home and those whose mothers work. There has never been a single study made of the destructive effect of working fathers on their children!

Myth No. 10: "Women get equal treatment in the work force."

Facts: Untrue! Women earn, on the average, $3.00 for every $5.00 earned by men in similar positions. And the position of women in the work force is not improving, but getting worse. In 1955 women earned 63.9 percent of what men earned in America. In 1970 they made only 59.4 percent.

VIII. JOB SATISFIERS/ACTION PLAN

INSTRUCTORS: This is the last section dealing with personal inventory. This time should be used as a wrap-up and bridge to the skills-identification sessions which follow. Five options are presented. Each can be conducted in 15 to 30 minutes. It is suggested you review the options, select the one(s) you prefer, and develop an appropriate time frame for the activities.

SPECIAL NOTE:

At the end of this session, allow time for an overall discussion to summarize what has taken place and to take care of any loose ends. Some of the points that need to be covered include work values versus personal life values (or needs) and job satisfiers. These points need to be related in order for the Action Plan to be of benefit.

Total time: 30 minutes

Suggested Activities	**Approximate Time**
Four Options:	15-30 minutes
• Relating Your Values to Work	each
• Work Values Description and Checklist	
• Personal Requirements for Employment	
• Requirements for the Ideal Job	
• Action Planning	

Option I – Relating Your Values to Work
Materials: Handout on page 137; pencils

INSTRUCTORS Distribute the handout and describe the exercise.

Suggested Comments:

We are now at the point of wrapping up our self-inventory. This exercise has the directions printed on it, but please don't hesitate to ask if there are any questions. Remember that the 10 things you list do not have to be awe-inspiring accomplishments. You want to identify ten things you have either been involved in or completed.

Allow time for completion, followed by processing the responses to the exercise.

Option II – Work Values Description and Checklist
Materials: Work Values Description (page 139) and Checklist (page 142)
pencils

INSTRUCTORS Distribute Work Values Description.

1. Discuss and briefly describe the differences between personal values and work values.

INSTRUCTORS Hand out Work Values Checklist.

2. After completion, engage participants in a discussion.

Suggested questions (others can be found in the other Options):

- How did you decide which work values were important to you?
- Would these values be approved of by your mate? parents? co-workers? Is it important to you that anyone "approve" of your choices?
- How can you test yourself concerning what you really value? For example, if you think money is more important than variety, would you leave a job paying $10,000 a year where you do something different all the time to accept a job paying $12,500 a year where you repeat the same function every day? What things do you consider in making choices like these?

Option III – Personal Requirements for Employment
Materials: Pencils and handout on page 143

INSTRUCTORS Distribute the handout, allowing ample time for completion.

1. When the handout is completed, ask participants to prioritize the five most important items.

2. Discuss. Some possible questions to generate discussion are:
   - These are all job satisfiers. Money alone will not be the only consideration in taking a job. What else will keep you on the job?
   - A personal dress code can affect the types of jobs you get and/or keep. Blue jeans for dock work are OK but would not be acceptable for a marketing representative. Certain jobs require certain appearances physically and some employees must meet certain standards of grooming and appearance. How will you handle this if your views differ?
   - Was it difficult to prioritize five items?
   - Were there times you felt like checking an item because it seemed like the "professional" response?
   - Did you find yourself imagining a situation for a particular item? If so, which item and what did you imagine?

- In rating these items, how did you decide which were really important to you?
- Did you check items by really looking at what was important to you or was it too easy to use the process of elimination?

Option IV – Requirements for the Ideal Job
Materials: Handout (page 144), pencils

INSTRUCTORS

Distribute the handout, allowing ample time for completion. Possible comments are included in the other options for introductory remarks and to help suggest questions for group discussion.

Option V – Action Planning
Materials: Action Plan (page 94), pencils

1. Give a brief lecturette on this being the end of the self-inventory part of the workshop.

Note: You may want to use the Experience, Identify, Analyze and Generalize (EIAG) learning model, which is described in the Closure section of the manual.

Focus on the important learning events experienced so far. A recap of this section of the workshop could be charted as follows:

Area Covered	**Activities**
What I have done	Generated data for problem identity: • current job status • self-defeating behaviors • external barriers
What can be done	Generated data for what can work: • positive qualities • decision-making skills • goal-setting abilities
What I will do	Finalize the self-inventory based on information generated in exercises so far; include in Action Plan

2. Ask participants to look over their Action Plan and begin filling out the first three pages – in pencil – and any others they feel they can adequately answer at this point. Remind them they are not expected to be able to fill out the entire form. Subsequent sections will help them identify other segments of their overall plan. Also remind them that

action planning is a process; and as such, their Action Plan may change as they receive additional information and as they explore different areas on their own.

3. Ask participants to break into groups of 2-3. They are to discuss with each other any problems they had in completing the sheets and any methods they have identified to facilitate their action planning.

4. After small groups have had time to share, summarize this total self-inventory part of the workshop.

INSTRUCTORS If you did not choose Option V as one of the activities for this section, answer any questions and take care of any unfinished business before moving on.

> *"My view has immensely broadened in regard to working conditions and getting what I want."*

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RELATING YOUR VALUES TO WORK*

Actions reveal most clearly what a person values. If you are willing to spend your time and energy doing something, or consistently choose it over something else, you are probably revealing your values. What you value has a great deal to do with the kind of work you might want to do.

Beside the numbers in the chart below write 10 things you have done during the past year. The list does not have to be in the order of importance. Include paid and nonpaid activities, things you do for pleasure, and things that relate to work or leisure.

On page 138 is a list of 10 common work values. Write these values in the spaces provided at the top of each successive column in the chart and then follow the directions given for each.

Ten things you have done in the past year.													
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
Total													

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*Reprinted with permission from *How to Decide: A Guide for Women* by Nelle Tumlin Scholz, Judith Sosebee Prince, and Gordon Porter Miller, copyright © 1975 by College Entrance Examination Board, New York.

1. **Interest.** In the column you have labeled **interest**, put a check by any activity on your list that you did because you really liked doing it. It is one of your special interests, and you find it a stimulating activity.

2. **Independence**. In the column you have labeled **independence**, put a check by any activity you did because you like to do things on your own, without having a lot of orders and directions. You like the feeling of being independent.

3. **Self-expression**. In the column you have labeled **self-expression**, put a check by any activity you did in any area of your abilities because you feel that using your natural talent or ability helps you express who you really are and what you do well.

4. **Service**. In the column you have labeled **service**, put a check by any activity you did because it had meaning for others or because it was for another person's benefit. You have a need to help others, and you like to do a good and useful job wherever you are needed.

5. **Leadership**. In the column you have labeled **leadership**, put a check by any activity you did because you like to use your leadership abilities. You enjoy planning and organizing a program or activity, and you get a feeling of satisfaction from knowing that you can direct and supervise the activities of others.

6. **Reward**. In the column you have labeled **reward**, put a check by any activity you did because you expected to receive money or some other kind of reward. Perhaps you received the approval of someone significant to you or perhaps you earned a special privilege like being invited to join some select group.

7. **Achievement**. In the column you have labeled **achievement**, put a check beside any activity you did because advancement and growth are important to you. You like to do things well, to do your best when you do something.

8. **Recognition.** In the column you have labeled **recognition**, put a check beside any activity you did because recognition of your work by others is important to you. You like being respected.

9. **Variety**. In the column you have labeled **variety**, put a check beside any activity you did because you like to do new and different hings. You don't like routine or repetitious work.

10. **Security**. In the column you have labeled **security**, put a check beside any activity you did because you feel comfortable doing it. You are familiar with this, and you find it easy to do.

Total: After you have checked the 10 activities for the 10 value columns, total the responses in each column on the value sheet. You can now begin to determine the strengths of your values as related to your work activities.

WORK VALUES DESCRIPTION*

High Income. Some minimum income (enough for survival) is essential for everyone. But beyond that, how important to you are the extras? People have different ideas about how much income is "high." Therefore, high income is not defined here as a specific amount. It means more than enough to live on. It means money to use as you wish after you have paid your basic living expenses. You can buy luxuries and travel first-class.

Prestige. If people respect you, look up to you, listen to your opinions, or seek your help in community affairs, you are a person with prestige. Of course, prestige can be gained in several ways. But in present-day America, occupation is usually the key to prestige. Rightly or wrongly, we respect some occupations more than others.

Independence. Some occupations give you more freedom than others to make your own decisions, to work without supervision or direction from others. At one extreme might be talented free-lance artists or writers who may work without supervision. At the other extreme might be military service or some big business organizations with chains of command which severely limit the decisions that each person can make.

Helping Others. Most people are willing to help others, and show it every day outside of their work. They put themselves out to do favors, make gifts, donate to charities, and so on. This does not count here. The question here is, do you want Helping Others to be a main part of your occupation? To what extent do you want to devote your life work directly to helping people improve their health, education or welfare?

Security. In the most secure occupations, you will be free from fear of losing your job and income. You will have tenure – that is, you cannot be fired very easily. Employment will tend to remain high in spite of recessions, and there will be no seasonal ups and downs. Your income will usually remain stable and predictable; it will not vanish with hard times. Your occupation is not likely to be wiped out by automation or other technological changes.

Variety. Occupations with the greatest variety offer many different kinds of activities and problems, frequent changes in location, new people to meet. Variety is the opposite of routine, predictability, or repetition. If you value variety highly, you probably like novelty and surprise, and enjoy facing new problems, events, places and people.

Leadership. Do you want to guide others, tell them what to do, be responsible for their performance? People who weigh leadership highly usually want power to control events. They want to influence people to work together efficiently. If they are mature, they know that responsibility goes with leadership. They are willing to accept the blame when things go wrong, even though they were not at fault.

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*Adapted from SIGI material at Eastfield College and material from Women's Center of Dallas Employment Information Service.

Work in Your Main Field of Interest. Some people have only one main field of interest (scientific, technological, administrative, personnel, contact, verbal, or aesthetic); others are interested in two or more of these fields. Some insist that their occupation must be in one of their major fields of interest. Others are willing to work in a field that is less interesting; they feel they can satisfy their main interest in their spare time.

Leisure. How important is the amount of time your occupation will allow you to spend away from work? Leisure may include short hours, long vacations, or the chance to choose your own time off.

Giving a high weight to leisure is like saying, "The satisfactions I get off the job are so important to me that work must not interfere with them."

Early Entry. How important is it to you to enter an occupation soon? You can enter some occupations with very little education or training. Other occupations require years of expensive education before you can enter. Do you want to avoid the time and cost of higher education?

Competitive Environment. Is it important to you to compete? Will you be happiest in an environment where your competitive spirit will have free reign, knowing that what you accomplish will rest on you alone, not on the efforts of others around you?

Cooperative Environment. Do you prefer to work in an atmosphere where all know they are trying to reach the same goal, and can only reach it with the cooperation of others? Will you be happiest knowing that you can count on co-workers to assist you in your work, and that you will be called on to assist them?

Beautiful Surroundings. Does where you work influence your career choice? To some, beautiful surroundings may be a plush office in a high-rise office building; to others, the flexibility of working outdoors in natural surroundings. Whatever your definition of beautiful surroundings, how important are the surroundings in which you work?

Intellectual Stimulation. Do you want your intellectual abilities to be challenged on a frequent basis? Many jobs offer repetitive work which, once learned, offers little challenge to intellectual efforts. Do you require a job in which you are expected to use your problem-solving techniques, mathematical aptitudes or other intellectual capacities in order to succeed?

Creative Stimulation. Many careers, although not directly involved in the arts, demand a high level of creative ability. Do you feel you would be happiest in an environment in which you would need to be creative,

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solving problems in new, imaginative ways, designing new techniques or activities, or working in the art fields?

Chance for Advancement. Are you looking for employment in which you know what you will be doing a year from now, or even ten years from now? Or is the chance for advancement and promotion, possibly into different job functions, an exciting possibility for you? Are you looking for a long-term opportunity with chances for advancement or do you want to direct your energies to finding something that will work for you right now, regardless of the future?

Locality. Do you want the opportunity to travel, to relocate? Some employment opportunities will probably never require you to relocate or travel much. Others will not only require some travel, but you may have to relocate on a frequent basis. Where does your interest lie?

WORK VALUES CHECKLIST*

Circle the employment values that are important to you. Rank in order of importance the three primary values that will affect your job selection.

________ Variety

________ High Income

________ Competitive Environment

________ Beautiful Surroundings

________ Security

________ Cooperative Environment

________ Leisure

________ Intellectual Stimulation

________ Prestige

________ Independence

________ Creative Stimulation

________ Chance for Advancement

________ Locality

________ Early Entry

________ Helping Others

________ Leadership

________ Work in Your Main Field of Interest

________ Other (specify)______________________________

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*Adapted from the Women's Center of Dallas, Employment Information Service.

PERSONAL REQUIREMENTS FOR EMPLOYMENT*

In considering various jobs or professions, women have stated that they have certain ideal requirements. Check your personal requirements.

_____ Opportunity to use your initiative

_____ Socioeconomic level of your associates

_____ Opportunity to take responsibility for your own work

_____ Opportunity to take responsibility for others' work

_____ Recognition for your work

_____ Freedom from regulations, schedules, etc.

_____ Specific directions for work you are expected to do

_____ Freedom to choose your own method of working

_____ Opportunity to work with your hands

_____ Opportunity to work outdoors

_____ Opportunity to work indoors

_____ Opportunity to work in helping relationships

_____ Opportunity to work with groups

_____ Opportunity to work with young people

_____ Opportunity to work with older people

_____ Opportunity to work with individuals

_____ Opportunity to work alone

_____ Freedom from adhering to a specific dress code

_____ Other (specify)___________________________

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*Adapted from the Women's Center of Dallas, Employment Information Service.

REQUIREMENTS FOR THE IDEAL JOB*

In considering various jobs or professions, women have stated that they have certain ideal requirements. Some of these requirements are listed below. As you read the list, consider to what extent the job or career would have to satisfy each of these requirements before you would consider it ideal.

Indicate your opinion by writing:

H (high) next to the requirement you consider highly important

M (medium) next to the requirement you consider of medium importance

L (low) next to the requirement you consider of little or no importance, irrelevant, or even distasteful to you

The ideal job would have to:

_____ Provide an opportunity to use my special abilities or aptitudes.

_____ Permit me to be creative and original.

_____ Give me social status and prestige.

_____ Provide me with a chance to earn a good deal of money.

_____ Give me an opportunity to work with things rather than people.

_____ Enable me to look forward to a stable, secure future.

_____ Leave me relatively free of supervision by others.

_____ Give me a chance to exercise leadership.

_____ Provide me with variety.

_____ Give me an opportunity to be helpful to others.

_____ Provide an opportunity to use my initiative.

_____ Include a particular sociocultural level of associates (defined according to my values).

_____ Provide an opportunity to take responsibility for others' work.

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*Adapted from the Women's Center of Dallas, Employment Information Service.

______ Give me recognition for my work.

______ Have freedom from regulations, schedules, etc.

______ Give me close supervision for work I am expected to do.

______ Allow me freedom to choose my own method of working.

______ Enable me to work with my hands.

______ Provide an opportunity to work outdoors.

______ Permit me to work indoors.

______ Provide an opportunity to work with groups.

______ Allow me to work with young people.

______ Give me an opportunity to work with older people.

______ Enable me to work individually with people.

______ Permit me to work alone.

______ Provide a competitive environment.

______ Have beautiful surroundings.

______ Be in a cooperative environment.

______ Permit more leisure time.

______ Provide intellectual stimulation.

______ Allow me independence.

______ Give me a chance for advancement.

______ Provide an opportunity to learn new ideas and/or skills.

______ Other (specify) ______________________________

Now go back and look at the requirements you rated "high." Rank them in the order of importance to you by writing next to each H:

1 for the most important
2 for the second most important
3 for the third most important

and so on for all the H's on your list. Do not rank the M's or L's.

IX. SKILL IDENTIFICATION

INSTRUCTORS: This section is critical to subsequent sections. Participants will often be resistant to identifying skills by saying they don't know how to do anything. It is very important that the instructor have practice in extracting skills from the functions participants may offer as examples. It is strongly suggested that instructors review the literature on skill identification (see special section For Instructors Only), and practice identifying skills. This role modeling is essential for this and the following section.

Total time: 90 minutes

Suggested Activities	**Approximate Time**
A. Skill Identification	1 hour
B. Skill History Exercise	30 minutes

A. Skill Identification

Time: 1 hour
Materials: Marking pen and flip chart for instructor

1. Give a short lecturette on what skills are. It is important that you attempt to decrease the anxiety of participants regarding their skills or skill levels.

Suggested Comments:

The material to be covered in this section concerns marketable skills. We want to look at the skills we possess and re-define them so they can be used in various career fields.

Skills can be natural or acquired. Generally skills are thought of as acquired abilities to be used in working with people, data and things. Many times, however, natural skills can outweigh acquired ones. Because you feel you're not good with figures does not mean that you have no skills. Skills may be developed in many ways: being an employee, doing volunteer work, going to school, playing at hobbies, etc. The importance of skills should not be underestimated. It is normally the employer's greatest concern and will make a difference in the job you will be able to acquire and the salary you can command.

In order to write a resume, or interview effectively, it is critical that you be realistic about your skills and your skill level. Realistic doesn't mean being overly critical – it means being realistic. If you're good at something, be open about it. Right now we're more concerned with what your skills are. You can determine later at what level you are.

In order to define skills, begin by looking at what you do. Write down three achievements. These can be the same ones you wrote earlier or different ones. Don't try to find three earthshaking achievements. An achievement can be as simple as completing a crossword puzzle or as complicated as flying an airplane. We're going to be more concerned with **how** you achieve things than **what** you achieve.

2. Wait five minutes. Ask for a volunteer to share an accomplishment with the group. Write a summary description of the accomplishment on the flip chart. Ask the participant who volunteered to state the skills required for her to accomplish this. Then ask the balance of the group to think of every imaginable skill it would take to accomplish this particular effort. The instructor also can add to the list, thereby modeling methods of extracting skills. Record all the skills mentioned by the volunteer, the group and the instructor on the flip chart.

3. Once the list has been generated, restate the skills in more work-related jargon or in more "polished" terms. Try to develop complete phrases rather than just words. Try for action-related phrases; and where possible, put phrases into measurable terms, e.g., "raised $5,000 to help keep a service agency running" or "decreased paperwork by 15%."

4. Brainstorm at least two occupations requiring the skills that were recorded and restated. Time permitting, more than one volunteer could share with the group, repeating the skill-identification process. Participants should experience an "aha!" kind of experience about all the skills they actually possess but were not consciously aware of.

At the end of the exercise re-emphasize the need for full and realistic skill identification and labeling in order to locate suitable fields and potential careers.

INSTRUCTORS The following is only an example of a skill list **for your use. Do not** use it as a set example in the group. The purpose of the exercise is to spontaneously and openly demonstrate skill identification.

Example of Skill List

Accomplishment: I taught a fourth-grade class for seven years.

Skills	Relabeling	Transferability To
Teaching	training, instructing informing, advising facilitating, communicating	counselor/trainer
Grading papers/ grading students	evaluating, documenting assessing, record keeping	supervisor/researcher
Writing lesson plans	composing, creating, developing material to meet audience objective	writer, staff developer, communicator
Getting an educational degree*		

*If such a skill is generated, it is often useful to demonstrate how this also is an accomplishment and to brainstorm the skill areas from this item.

B. **Skill History Exercise**
Time: 30 minutes
Materials: Pencil and paper

INSTRUCTORS

This exercise is designed to assist the participant in identifying skills she has used in professional and personal experiences. It is best used as a model approach that demonstrates to the participants how to use it, with the expectation they will complete it later in their own time.

1. Ask participants to make six columns on a sheet of paper. The columns are to be labeled:
   - work/volunteer experience
   - what I liked most
   - what I liked least
   - what motivated me
   - what I learned from this experience
   - what skills I used in this experience

2. Under the first column participants should begin listing all work, volunteer, civic, etc., experiences they've had since high school – including extracurricular activities.

3. After several minutes, ask them to stop. They can complete the list later on their own.

4. For each activity listed under the work/volunteer experience, ask participants to begin filling out the related five columns.

5. Give ample time for some things to be recorded in each column; then generate some discussion on skill identification. Again, emphasize functional skills. These are the skills that can be successfully repeated in other jobs and in other areas of life. This point is particularly important for career changers.

> *"I found this course productive and enlightening and really broadened my knowledge and awareness of how to get what I want."*

X. SKILL TRANSFER

INSTRUCTORS: This exercise requires familiarity with materials such as the *Dictionary of Occupational Titles*. An exercise is included as a suggested homework assignment. If there is a preference for completing it during the workshop, readjust the time frame accordingly.

Total time: 45 minutes

Suggested Activities	**Approximate Time**
A. Skill Transfer	45 minutes

A. Skill Transfer

Time: 45 minutes
Materials: Self-Assessment Exercise (page 151)
Pinpointing Your Skills and Interests handout (page 155)
Words and Phrases for Describing Your Skills handout (page 156)

1. This session should introduce participants to the available resources to assist them in re-labeling skills. Copies of the *Dictionary of Occupational Titles (DOT)* and the *Occupational Outlook Handbook* should be available for use. A flip chart with examples of skill re-labeling could be very helpful at this time, while participants are becoming familiar with the various resources.

2. A list of other available resources should be developed to assist participants in becoming acquainted with the terminology used in various fields. Examples of resources would include newspaper ads, business journals, magazine articles, friends in various professions, and information interviews.

3. Ask the participants to review the three achievements they identified during the self-assessment segment and to attempt to identify and re-label skills fitting them into occupational categories. (This can be a homework assignment.)

INSTRUCTORS 4. Use the Self-Assessment handout from Catalyst as a homework assignment. This handout could also generate some questions for the next session

INSTRUCTORS 5. Hand out Pinpointing Your Skills and Words and Phrases.

Use the handouts to describe skills. Emphasize the research needed. Remind participants to include this information in their Action Plan.

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SELF-ASSESSMENT EXERCISE*

To help you review your experience, four scales have been provided for rating a number of specific activities. You are urged to assess (1) how well you have managed each activity, (2) how often you have done it, (3) how recently you have done it, and (4) how much you have enjoyed it.

How often?

5 means "Almost always"
4 means "Frequently"
3 means "Occasionally"
2 means "Rarely"
1 means "Never"

How well?

5 means "Very well"
4 means "Well"
3 means "Okay"
2 means "Just fair"
1 means "Badly"

How recently?

5 means "Currently or recently"
4 means "Within the past 5 years"
3 means "Within the past 10 years"
2 means "Within the past 20 years"
1 means "More than 20 years ago"

How much did you enjoy it?

5 means "Very much"
4 means "Quite a bit"
3 means "Somewhat"
2 means "Just a little"
1 means "Not at all"

Directions: Read each statement and in the adjacent columns write the number that best describes your experience. (If a statement refers to something that you have never done, in the first column enter the 1 that means "Never" and skip the other column entries for that statement.)

Experience	**How often**	**How well**	**How recently**	**How much enjoyed**
I have				
Worked with people in committees or teams	______	______	______	______
Worked with people in a leadership capacity	______	______	______	______
Supervised others	______	______	______	______
Helped others	______	______	______	______
Delegated responsibilities	______	______	______	______

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Experience	How often	How well	How recently	How much enjoyed
I have –				
Worked with people on a one-to-one basis				
Worked alone at				
Worked with ideas				
Worked with abstract concepts				
Worked with mechanical things				
Worked with the sick or elderly				
Worked with things ____________				
Organized a program or project				
Spoken to large public groups				
Spoken to small, intimate groups				
Written for publication				
Worked with my hands				
Handled matters requiring attention to detail				
Done analytic work in ____________				
Taken major responsibilities				
Been able to set priorities				
Done creative work in ____________				
Done research in ____________				
Trained or taught others				
Made big decisions				

Experience	**How often**	**How well**	**How recently**	**How much enjoyed**
I have –				
Made minor decisions				
Been able to say no				
Taken major responsibilities in the community				
Sold material goods				
Sold ideas				
Handled money				
Add your own categories below:				

To add to your awareness of your experience, try making several lists, as follows:

1. What practical experience have I gained since I last worked?

2. What new skills have I developed?

3. What initiative have I had to exercise?

4. As a housewife, mother, daughter, friend, citizen, what have I been doing especially well?

____

____

____

5. As a career woman, what have I done?______________________

____

____

6. Just for fun, what have I done?______________________

____

____

PINPOINTING YOUR SKILLS AND INTERESTS*

The U.S. Department of Labor uses the following systems of classifications to detail job descriptions with a great deal of accuracy. In assessing your own qualifications, you may find it helpful to chart your own employment profile.

Jobs are classified according to whether they deal primarily with data, people, or things. In each category, tasks are arranged from the relatively simple to the complex in such a manner that each successive relationship includes those that are simpler and excludes those that are more complex.

Data	**People**	**Things**
Synthesizing	Mentoring	Setting Up
Coordinating	Negotiating	Precision Working
Analyzing	Instructing	Operating/Controlling
Compiling	Supervising	Driving/Operating
Computing	Diverting	Manipulating
Copying	Persuading	Tending
Comparing	Speaking/Signaling	Feeding/Offbearing
	Serving	Handling

Workers' traits are divided into the following components:

Training time – the amount of education required before beginning the occupation

Aptitudes – intelligence, verbal, numerical, spatial, form perception, clerical perception, motor coordination, finger dexterity, manual dexterity, eye-hand-foot coordination, color discrimination

Interests – preferences for certain types of work activities or experiences

Temperatures – different types of occupational situations to which workers must adjust

Physical demands – physical activities required of a worker: lifting, carrying, pushing, and/or pulling, climbing, reaching, talking, seeing, etc.

Working conditions – physical surroundings of a worker

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*These criteria are taken from the *Dictionary of Occupational Titles,* Vol. II, pp. 649-656, published by the U.S. Department of Labor. This is a large reference book, generally available at libraries.

WORDS AND PHRASES FOR DESCRIBING YOUR SKILLS*

expanded
presented
negotiated
organized
operated
exhibited
supported
reorganized
cut
edited
produced
contacted
evaluated
designed
improved
researched
implemented
trained
established
supervised
analyzed
contracted
invented
administered
conducted
was promoted
prepared
maintained
oversaw
handled
taught
directed
developed
reduced costs
planned
wrote
managed
sold
created

When labeling your skills:

Use action words in short, clear phrases . . .

Use as few words as you can . . .

Avoid phrases such as "my duties included" or "I was responsible for" . . .

Start with an action verb. Follow it with a direct object. Use a modifier whenever possible.

Examples: Reorganized filing procedures
Created community program

List accomplishments rather than just listing duties

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XI. EDUCATIONAL INFORMATION

INSTRUCTORS: This section briefly reviews information regarding the level of skills necessary to secure certain positions. Unless you are working with a group who have similar career objectives, this session should serve primarily as a resource session. Actual researching of specific career requirements is left to the individual.

Total time: 20 minutes

Suggested Activities	**Approximate Time**
A. Lecturette	3-5 minutes
B. Group Discussion	15 minutes
C. Educational and Funding Resources	

A. Lecturette

Time: 3-5 minutes

Suggested Comments:

Many people are under the illusion that a college degree will open any door. The truth is it will open some doors but it is not a prerequisite for every job or even desirable for some.

Be as realistic as possible in trying to decide exactly what your educational and training needs may be. It is advisable to investigate actual job requirements prior to making any long-range plans for additional education or training.

The quality or level of your skills is important for you to know to determine job opportunities accurately. For example, being a personnel director requires a higher level of skill than being a personnel interviewer.

Personally investigate avenues for scholarship and other financial aid possibilities. Don't just rely on word-of-mouth information.

There are a number of avenues for additional training. Explore workshops (many are offered for developing organizational, management, supervisory and financial skills), short courses, and training programs offered by community colleges, universities, businesses, and local agencies.

An excellent means of determining your level of skills and gaining information and help toward improving skills is to have a mentor. A mentor is a person who has skills and information that you want to learn, and who is willing to share this with you as well as be supportive of your efforts. Once you have identified a role model with mentor traits, attempt to develop a working contract with that person to actually teach you and provide you with additional resources, etc.

B. Group Discussion

Time: 15 minutes
Materials: Handout on the local employment outlook (to be prepared by the instructor)
Toward Matching Personal and Job Characteristics (page 159)

INSTRUCTORS Distribute both handouts.

Engage participants in discussion concerning the type of education/training required for various positions.

Note: Only one sheet from "Toward Matching Personal and Job Characteristics," published by the U.S. Department of Labor, 1975, is included. This is to be used as an example only of the **type** of information available on certain jobs.

It is advisable that a handout on the employment outlook for your particular geographical area be prepared. The information for this handout can be obtained from the nearest office of the Department of Labor.

C. Educational and Funding Resources

Materials: Educational and Funding Resources handout (page 160)

INSTRUCTORS A handout tailored to your service area and for your workshop participants is recommended, in addition to the handout included here. It is helpful to mention that scholarship opportunities are not guaranteed. Some are competitive, some organizations have limited funds and may grant awards spasmodically, and some organizations limit assistance only to specific groups. Individual research is required. Some explanation of terms may also be advisable.

As in the case of Community Resources, it is both impossible and impractical to attempt to list all available resources. Each profession and each community has organizations unique to their area, and this general manual cannot be all-inclusive.

Information that follows, however, may help in getting you off to a running start.

> *"Even though I am not planning to*
> *work until I finish my degree, I gained*
> *a lot of knowledge and information*
> *that I can use in planning my future."*

TOWARD MATCHING PERSONAL AND JOB CHARACTERISTICS*

	High school diploma	Technical school or apprenticeship	Junior college	College degree	Jobs widely scattered	Jobs concentrated in localities	Working with things	Working with ideas	Helping people	Working with people	Able to see physical results of work	Opportunity for self-expression	Works as part of a team	Works independently	Work is closely supervised	Directs activities of others	Generally confined to work area	Overtime or shift work required	Exposed to weather conditions	High level of responsibility	Requires physical stamina	Works with detail	Repetitious work	Motivates others	Competitive
INDUSTRIAL PRODUCTION AND RELATED OCCUPATIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Foundry occupations																									
Patternmakers																									
Molders																									
Coremakers																									
Machining occupations																									
All-round machinists																									
Instrument makers (mechanical)																									
Machine tool operators																									
Set-up workers (machine tools)																									
Tool-and-die makers																									
Printing occupations																									
Bookbinders																									
Composing-room workers																									
Electrotypers and stereotypers																									
Lithographic workers																									
Photoengravers																									
Printing press operators and assistants																									
Other industrial and related occupations																									
Assemblers																									
Automobile painters																									
Automobile trimmers and installers																									
Blacksmiths																									
Blue-collar-worker supervisors																									

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*U.S. Department of Labor, 1975.

EDUCATIONAL AND FUNDING RESOURCES

Need a Lift, published by the American Legion Education and Scholarship Program, is an excellent sourcebook on additional educational opportunities information. It includes very comprehensive listing and descriptions of sources for loans, scholarships, state educational benefits, career information and other helpful information. Copies can be obtained through local American Legion Posts or write The American Legion, National Emblem Sales, P.O. Box 1055, Indianapolis, Indiana 46206. Single copies 50 cents prepaid.

Meeting College Costs, a helpful pamphlet regarding eligibility for student financial aid, can be obtained from Editorial Office, College Entrance Examination Board, 888 Seventh Avenue, New York, N.Y. 10019.

Your Local Library. There are a number of publications available through the library concerning educational opportunities. Some large libraries also have microfiche machines listing new programs funded, some of which deal with educational opportunities for women. Ask the librarian for assistance.

Basic Educational Opportunity Grant. This is a federal grant, based on financial need, the maximum awarded being $1400 a year. The application form for this is available at most high schools and colleges.

State Tuition Equalization Grant. Some states have grants ranging from $100 to $600 available to full-time undergraduates who are residents of the state.

Supplemental Educational Opportunity Grant. This is a federal program of direct grants to undergraduates who have exceptional financial need. Generally, grants from $200 to $1500 are awarded.

Grants-in-Aid. These are awards given by certain universities/colleges based on financial need and some evidence of satisfactory academic performance.

Work-Study Program. Opportunities for employment on the college campus are sometimes offered to students. Assignments are usually in offices, laboratories, dining halls, libraries, maintenance, etc.

National Direct Student Loan. These are federal long-term, low-interest loans available to eligibile undergraduate students up to a maximum of $5000 and to graduate students up to a maximum of $10,000. No interest is accrued or payment expected while the student maintains at least a half-time student status or is involved in the Peace Corps or the military. Simple interest commences nine months following the termination of study at 3% interest, with a minimum payment of $30.00 a month.

Federally Insured Student Loans. These loans are available through banks and credit unions, with the federal government subsidizing the total interest while the student is enrolled. A maximum of $2500 a year can be borrowed, with repayment and interest at 7% beginning nine months after the student no longer holds at least half-time status.

Note: There may be other loans available from individual states, some of which can be federally insured with the state as the lender.

Various religious organizations also have some loan funds available.

Scholarships and Grants. Scholarships and grants usually do not have to be repaid. These are available through churches, national sororities, community organizations, professional speciality groups, company sponsorships, etc. Many private foundations grant or administer funds to support educational opportunities, so be sure to research the area in individual states.

Jobs (if employed). Some firms reimburse employees partially or in full for tuition costs. Some firms allow educational leaves of absence, with a later return to the firm; or employees can continue working part-time for the company while they are in school. Information can usually be obtained about organizational policies through the personnel office or benefits administrator.

SOME SPECIFIC RESOURCES

Business and Professional Women's Foundation. Grants average $350. For women over 25 needing further education to pursue a career after a break in schooling. B&PW Foundation, 2012 Massachusetts Avenue, N.W., Washington, DC 20036. Deadline May 1.

Clairol Loving Care Scholarship Program. Up to $1000. For women over 30, for full- or part-time study. For vocational, undergraduate or graduate levels. Administered by the B&PW Foundation, address above. Deadline May 1.

The Danforth Foundation. Grants up to $2450 per year plus dependency allowances for children and required tuition and fees. Graduate fellowship program for women to pursue full- or part-time study leading to a career in secondary or college teaching or administration. Must have had a consecutive three-year break in education. Director, Graduate Fellowships for Women, Danforth Foundation, 222 South Central Avenue, St. Louis, Missouri 63105.

The Diuguid Fellowship Program. Grants range from $3000 to $6000. For "mature women" for one year of retraining, formal education, internship or independent work. Special consideration to women whose career goals have been delayed by marriage, children, etc. Applicants must live and attend school in the South. Contact Executive Director, Council of Southern Universities, Inc., 795 Peachtree Street, N.E., Suite 484, Atlanta, Georgia 30308.

McCall Life-Pattern Fund. $2500 grants. Funds administered by the Soroptimist Foundation.

Phi Chi Theta Foundation. Grants from $150 to $500. For women in the fields of business, economics, business education or public administration. Undergraduate and graduate levels. Contact Jessie M. Erickson, Executive Director, Phi Chi Theta Foundation, 718 Judah St., San Francisco, California 94122. Deadline May 1.

Helena Rubinstein Foundation. Candidates selected by schools on the basis of financial need and academic ability. Contact Helena Rubinstein Foundation, 261 Madison Avenue, New York, New York 10016.

American Association of University Women. Two or three fellowships per year for MBA's. Other funds for dissertation fellowships in a doctoral program. Graduate fellowships to foreign women planning to return to their native countries and pursue careers. Contact Director, AAUW Fellowship Program, 2401 Virginia Ave., N.W., Washington, DC 20037.

ADDITIONAL INFORMATION SOURCES

Educational Testing Service
Princeton, New Jersey 08540

Graduate Fellowships for
Mexican-Americans
The Ford Foundation
320 East 43rd St.
New York, New York 10017

Urban Studies Program
U.S. Dept. of HUD
Washington, D.C. 20140

Legal Opportunities
Scholarship Program
1 IBM Plaza, Suite 4400
Chicago, Illinois 60603

MADEF
145 – 9th Street
San Francisco, California

NOWDEF
1957 E. 73rd St.
Chicago, Illinois 60649

Hattie M. Strong Foundation
409 Cafritz Building
1625 First Street
Washington, D.C. 20006

United Student Aid Funds, Inc.
845 Third Avenue
New York, New York

Earl Warren Legal Training
Program, Inc.
10 Columbus Circle, Suite 2030
New York, New York 10019

CORO Foundation
194 Ninth Street
San Francisco, California 94103

CLEO
2000 P St., N.W., Suite 300
Washington, D.C. 20036

PUBLICATIONS

Annual Register of Grant Support. Marquis Who's Who.

Barron's Handbook of American College Financial Aid. Barron's Educational Series, 1977.

Financial Aid for Higher Education. By Oreon Kesslar. William C. Brown Co., 1974.

The Official College Entrance Examination Board Guide to Financial Aid for Students and Parents. By Elizabeth Suchar. Simon & Schuster, 1975.

The Rockefeller Foundation Directory of Fellowships and Scholarships. Rockefeller Foundation.

Scholarships, Fellowships and Loans, Vol. 1-5. By S. Norman Feingold. Bellman Publishing Co., 1972-1977.

Student Expenses at Postsecondary Institutions. By Elizabeth Suchar. College Board Publications, 1977.

XII. RESEARCHING TECHNIQUES

INSTRUCTORS: The purpose of this section is to assist participants in acquiring some skills and knowledge to help them research and investigate job opportunities.

Total time: 2 hours
Materials: See specific exercises

Suggested Activities	**Approximate Time**
A. Lecturette	3 minutes
B. The Researching Process	1½ hours
C. Yellow Page Exercise	30 minutes
D. Research Materials and Employment Resources	

A. Lecturette

Time: 3 minutes
Materials: Sample Contact Forms (page 170)

Suggested Comments:

Before you can find a job, you must first know where to look. How do you begin? The best place to begin is with people you know. Contact your friends, neighbors, and relatives.

The purpose of contacting people is to gain information about possible fields or jobs you may be interested in, to see what various jobs require in the way of skills, and to learn the kinds of jobs available, salary ranges, etc.

While establishing contacts, it is important to **keep records** of people who talk with you, phone conversations, letters sent or received, and information you received or researched. Set up whatever record-keeping system works best for you. Some people prefer a small file box with index cards. The cards can be filed by names of people or organizations, etc. Some people prefer keeping a notebook in which personal notes about contacts and related job information can be organized. Whatever method you use, organize it so that it can be referred to easily. We've combined two examples – one for a loose-leaf binder and one for an index card – on one sheet to give you an idea of what we're talking about.

An extremely helpful contact may become a role model or a mentor. A role model is a successful person in a field interesting to you. Ask role models how they got where they are, and what they like and don't like about their position; ask them for other contacts; etc. A mentor is a person who will be willing to help guide you through your career, someone who is where you want to be someday. Mentors possess respect for you and want to see you grow personally and professionally. Eventually, due to your own growth and experience, you and your mentor may become peers – and you may have the opportunity to become a mentor in helping someone else along their career path. Before establishing a mentor relationship, you need first to establish your creditability and, not insignificantly, to check out the mentor's experience, status, trustworthiness, etc., to assure yourself you want to enter into this kind of relationship with this particular person.

INSTRUCTORS Distribute handout and discuss, if necessary.

B. The Researching Process

Time: 1-1/2 hours

Materials: Finding the Action and the Contacts (page 171) Information Interview (page 174), Using Employment Agencies (page 175), Research Materials and Employment Resources (page 176)

1. Lecturette:

"Research" can often be a frightening term. Visions of highly technical terms and complicated statistics often accompany the idea of research. Our operational definition of research for this particular workshop is, simply, the methods you use for gathering information about your caree interests so that you can make informed, realistic decisions about what type of employment you want.

Basically, we'll be looking at the research process in this way (you may be at any one of these points already):

First

You need to research a variety of career fields and identify a particular one of interest to you.

Second

It is necessary to research your particular field of interest and identify specific job titles you're interested in.

Third

Once you've researched a particular type of job you're interested in, identify the available jobs for that position.

Fourth

In researching these particular positions, identify the pro's and con's of each so that you may determine whether or not you want to pursue it.

We will look at these methods for obtaining your information:

- reading (trade journals, reference materials, magazines, career information)
- information interview (how to use an interview situation as a means to obtain information on a particular job)
- personal contacts (friends, relatives, friends of relatives, etc.)
- organizational contacts (developing contacts through seminars, trade conferences, employment agencies, etc.)
- self-inventory (the use of community programs and services to help you define your career interests)

INSTRUCTORS Distribute handouts: Finding the Action and the Contacts; Research Materials and Employment Resources.

2. Briefly comment on these materials and the type of information found in trade journals, calendar of events, women's magazines, etc., then relate to researching
   - Remind participants of the type of information available through the library and other research/employment resources.

INSTRUCTORS Distribute Information Interview handout.

3. Describe the purpose of an information interview, how to obtain one, and ways to prepare for it.

Suggested Comments:

The information interview is really self-explanatory. It is an interview you set up with an individual to obtain information. This is not a job interview, but of course, always be alert to possibilities. If you have some hesitation about calling someone up "just" for information, remember:

- People like to talk about themselves.
- People like to talk to someone who is not going to pressure them for a job.

In deciding whom to contact for an information interview, please keep these suggestions in mind:

- She/he should be someone who really has the information (in other words, don't ask the sales representative about what it's like to be the sales manager).
- Information interviews should be short; tell the person you want 15 minutes and keep to it.
- Practice what you're going to say over the phone to get the interview. Why do you want to interview that person? (It sounds unprofessional to say "I was told to do this in a workshop I attended.")

- If there's any way you can "name drop," do it early in the initial call. ("Mr. Jones suggested I contact you because you're so knowledgeable in the field of inky-dinkies.")
- It is also OK to walk in off the street and ask to talk to the Director of Training or whomever you want to see.

The reason to use an information interview for information gathering is to get current, on-the-job information about what the job is really like. Because personalities and opinions vary, try to interview at least 2-3 people in the same category of work. This will help you get a fairer view of the responsibilities, joys, sorrows and salaries of a particular occupation. Otherwise you may be swayed by an overly exuberant optimist or misguided by someone who is down on that particular job at that particular time.

In preparing for an information interview, please keep these suggestions in mind.

- Find out as much as possible about the career field, specific job title and company prior to the interview. This will keep you from wasting time with how many employees, what branch offices, what products, etc., the organization deals with.
- Use your time wisely (remember, you asked for 15 minutes – the person will respect your keeping to that time, unless she/he invites you to stay later). Ask about the things you can't find out at the library. It is best to have a list of questions prepared in advance.
- **Always** ask for references. ("Is there anyone you could recommend that I should talk with?" "What other organizations do the same or similar work?")
- Take a resume. This is optional. If asked, you'll be prepared, but you may also want to emphasize that the appointment was for information. You can always send your resume later as an extra point of contact.
- Write a thank-you letter.
- Don't let one or a few rejections discourage you. Information interviewing is a reality, not just a good idea.

INSTRUCTORS

At this point it would be useful to structure a role-play situation; some options might include:

- Ask participants to role play a job seeker out shopping who decides on an impromptu information interview with a store manager.
- Ask participants to role play a telephone conversation to set up an information interview (possibly do one with a receptive prospect and another with a resistant prospect).

4. Briefly describe the importance of personal contacts.

- Particularly in the South, "knowing someone" is quite helpful.
- For each person you talk to about your career interests, ask for at least two more references.
- You have options based on personal preference as to where to start.
  - a. Start gathering information with people lower on the organizational chart and work up so that you learn about the particular field in increasing segments.
  - b. Start with the president of the corporation or other higher officer so that she can refer you to others who have the information you need (always use her name in other contacts). The advantage in doing this is that the subordinates of this type of employer may be more attentive to you due to her recommendation.

5. Describe briefly the importance of organizational contacts.

- It is useful to attend trade conventions, conferences, etc., to
  - a. make contacts
  - b. learn the specific jargon of the field of interest
  - c. learn more about a particular field

INSTRUCTORS Hand out a list of employment programs in your area (try as many as seem applicable). Hand out Using Employment Agencies.

6. Describe briefly the availability of different classes/services/programs in the city regarding career development and self-assessment. (Make up an appropriate list for locale.)

7. Review the research process. Add other considerations:

- day care
- traffic to/from work
- parking
- information about the company (request an annual report)
- safety of the work location (would it be safe to work late and leave late?)

Remind participants that this is not a definitive list of research possibilities.

Research can be scary, boring or a lot of fun. Suggest that the group develop individual timetables for researching activities. Open the group to a brief discussion. Remind them of goal setting and decision making. You may encourage the group to attempt at least one information interview prior to the next meeting. If so, be sure to schedule time at the beginning of the next session for feedback from participants on what happened. This can be a very "up" and encouraging time, because rarely is there a negative report.

C. **Yellow Pages Exercise**
Time: 30 minutes
Materials: Local yellow pages, pencils

This exercise is best done as a homework assignment.

Using the yellow pages, methodically work through the book, making three lists. The first list includes those products, services, or organizations of most interest. The second list includes those of least interest. The third list includes those to investigate (not enough information on the career field to make a decision).

After completing the lists, go back over them and prioritize the items on the "most interest" list for fuller research efforts. Use the occupational aides in libraries, an information interview, and friends and others in the particular area in order to gather additional information to assist you in making choices.

"I wish I had had the opportunity to attend a workshop years ago. I could have been so much further along in a career."

SAMPLE CONTACT FORMS

Loose-Leaf Binder Form

Date of Interview____________________
Type of Interview____________________
(phone or visit)

Name of person interviewed ______________________________

Title____

Address______________________________________

Phone ____________________

Interviewed about __________________________________

Educational requirements and learning needs____________________

Experience requirements and learning needs ____________________

Comparison with my own values and skills____________________

Positive aspects__________________________________

Negative aspects__________________________________

3 x 5 Card Form

Name, Title____________________ Date______
Address ______________________________
Phone______________________________

Summary of interview:________________________

Requirements and learning needs:____________________
Educational:____________________
Experiential:____________________
Other:____________________

(on back of card list additional information)

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FINDING THE ACTION AND THE CONTACTS*

Friends, relatives, friends of friends, and organization and club contacts:

- Many jobs never seem to get into the regular pipeline of information. "Who may know" is still an excellent way to hear about these openings.
- Build a contact network by spreading the word and actively asking for the names of individuals and companies of interest.

Contact potential employers for information interview appointments:

- Phone or go see companies, organizations, government agencies, community service agencies, etc., who may use people with your skills. (This is applicable to persons seeking volunteer involvement as well as those who are job hunting.)

Register with the State Employment Commission:

- There is no fee; counseling is available for those who request it.
- There are a variety of jobs listed, including a comprehensive list of state government openings.
- Testing may be available – ask.

Check Civil Service – city, state, federal:

- This step supplements, but does not substitute for, talking with individual government agencies about specific openings.
- Some federal and state jobs require written tests; others require a degree plus experience.

Check with private employment agencies for specific contacts:

- Check listings in the yellow pages, including those which have a wide spectrum of job listings and those specializing in particular types of personnel, like data processing or medical.
- States usually regulate fees based on your annual income. Some jobs are paid by employer, some by the employee, and some are split by agreement between the two. This should be kept negotiable.
- There's no easy way to judge the work of an employment agency or the quality of their people and service; talking with them helps give you a feel for how they operate.
- Remember, the employment agency "counselors" work for **the company**; they are interested in highly technical and quickly marketable clients. They are **not** prepared to help individuals arrive at a vocational focus.

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*Developed by the Women's Center of Dallas, Employment Information Service.

Consider temporary employment agencies:

- They can be a means of earning some money while you look, brushing up on skills, and seeing a variety of organizations from the inside.
- In the temporary help service, employees are on call (work when they want to or when they are needed by clients of the agency). They are paid by the temporary agency.

Check the library:

- The main library is the best resource.
- Ask for the reference librarian.
- Libraries have many, many books and periodicals on miscellaneous fields, on the art of job hunting, on community service opportunities, on ways to start your own business, on organizational management and financial statistics, on what's happening in the world, ad infinitum.
- Check with aides in researching an interest area; they can help refer questions to a particular department like Fine Arts, Science and Industry, etc.

Check job listings:

- Look at local papers, especially Sunday editions.
- Look at other papers such as *The Wall Street Journal, Women's Wear Daily*, etc.
- Don't assume all job requirements are fixed and inflexible.
- Ads can be discouraging for educated women seeking challenging jobs with flexible hours and/or for those in crowded fields; nevertheless, classified sections are a useful source of leads.
- Examine professional publications, periodicals and journals.

Notice news stories in the paper, on TV, and from other media:

- News stories can indicate possible vacancies. Look for news about promotional announcements, corporate moves and relocations.

Read professional/business publications related to the field:

- Check with the library.
- Check waiting-room literature.
- Subscribe if appropriate.
- Ask people in the profession for copies.

Contact professional associations:

- Phone local chapters (use the yellow pages, library, and local chamber of commerce). Attend local meetings when at all possible.
- Write national headquarters.

Contact college or university placement office(s):

- Call or write to see what services are offered "old grads." Sometimes it's not necessary to be a graduate to use services.
- Individual schools/departments within the university may have their own placement services for students and alumnae.
- Talk to department heads and professors in the specific field at area colleges for helpful literature, names of other people to contact, organizations hiring graduates, etc.

Call the local Voluntary Action Center:

- Ask for information about volunteer agencies, services, possible jobs, and referrals.
- Volunteer to develop skills and make contacts.

Brainstorm – by yourself, with friends, and in group sessions.

INFORMATION INTERVIEW

The information interview is the best source for inside information about:

- specific fields
- organizations
- particular positions

When you come across an interesting prospect in your preliminary research and need additional information to evaluate it:

1. Phone or write a letter asking for an information interview.
2. Limit interview time to 15 or 30 minutes.
3. Do not ask for a job! Be alert to prospects.
4. Give enough information about yourself to obtain relevant responses.

The objective of an information interview is to gain information which will be helpful in establishing a career goal/direction.

1. Initially, try to get an overview of the organization. Mention why this particular field, company or organization interests you. Tell them about your research into careers (briefly). How would your interests and skills fit into their field?
2. Talk to people about their jobs. What do they do? What do they like about it; dislike about it? How did they get into the field; into the job?
3. Develop a variety of options. What are the entry-level jobs and where can these jobs lead? What are the requirements for the jobs which interest you? Does the organization have other locations, subsidiaries? How is the field changing in terms of opportunities?
4. Cross-check information with several different sources if possible.
5. Use the opportunity to pick up business jargon, labels, etc.
6. Ask creative, open-ended questions to gain the maximum information.

Talk to people with authoritative information, but begin with people you know or have easy access to. Be sure to ask each new contact for the names of at least two others in the field.

Be sure to follow up:

- Send thank-you notes.
- Keep records.
- Stay in touch. Some contacts may not be positive or fruitful at the time but may be at some future date. No contact is a lost effort if handled correctly.

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*From the Women's Center of Dallas, Employment Information Service.

USING EMPLOYMENT AGENCIES*

Once you know more about the job titles you are seeking and the fields in which you want to work, you may find an employment agency helpful. If you decide to use one, here are some suggestions which may be helpful. Do not forget other sources of job listings which may be equally helpful, such as the State Employment Commission, placement offices, bulletin boards, newspapers, and women's centers.

1. Talk to people who have dealt with agencies in your area and try to determine which agencies are the most reputable and reliable.

2. Find out which agencies usually have jobs in your field. Some agencies specialize. Prescreen your selection by phoning and asking if they will be able to help you market your skills. Only apply to agencies which take time to answer your questions.

3. Don't overlook small agencies, local versus national – often they can give more personal attention.

4. Avoid agencies whose ads emphasize glamour jobs or who run long lists of jobs.

5. Read the agency contract carefully, especially if you are asked to pay a fee. Don't sign a contract unless you fully understand it.

6. Feel free to ask questions of the agency interviewer or counselor – they need you as much as you need them.

7. If you will take only a fee-paid job (paid by the employer), specify this at the beginning of the interview. It may be helpful to include this statement in any contract you sign.

8. Summer may be a particularly useful time to seek agency help since the job market is usually glutted with recent college graduates. A good agency will be able to save you time by knowing where the openings exist.

9. Monday and Tuesday are busy days. By Thursday and Friday some offices will be emptier and sometimes you may get first look at jobs to be advertised the following Sunday.

10. Take your time. Don't let an agency push you into a job you don't want. Hold out for the right job at the right salary.

11. Some agencies or "search" firms charge a fee for testing and helping you decide on your skills and vocational opportunities; they may or may not be involved in placement or helping you find a job. Be sure you are dealing with the right kind of agency or service to fit your specific needs.

12. Remember that "interviewers" or "counselors" are employees of the company. They may or may not be qualified or trained to help you in choosing a career.

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*Adapted from the Women's Center of Dallas, Employment Information Service.

RESEARCH MATERIALS AND EMPLOYMENT RESOURCES

INSTRUCTORS: Due to the diversities of locale, this handout should be prepared to fit the area and population served. A sample outline follows; it is not a comprehensive listing.

I. Research Industries

  A. National information

    1. *Occupational Outlook Handbook*, U.S. Dept. of Labor
       An overall outline of 700 jobs – future projections, nature of work, usual training requirements, employment outlook, earnings and working conditions.

    2. *U.S. Industrial Outlook with Projections to 1985*, U.S. Department of Commerce
       Analyses of industries – problems, trends and potential of each industry.

    3. *U.S. Labor Quarterly* and *Monthly Labor Review*

  B. Local information

    1. State Employment Commission
       In addition to listing job openings, may also publish various employment outlooks.

    2. Trade magazines and professional journals

II. Research Occupations

  A. Find out more about different jobs

    1. *Occupational Outlook Handbook* (see above)

    2. *Dictionary of Occupational Titles* (commonly referred to as the DOT). Describes 35,000 jobs covering physical demands, working conditions, interests, aptitude, educational requirements, and vocational preparation. Good for locating other related job titles you may not have thought about.

    3. The same resources listed above under Research Industries

    4. Many popular magazines carry occasional articles of interest to job hunters and career seekers. Some especially devoted to women are *Working Woman*, *Woman's Work*, and *New Woman*.

III. Research Companies

- A. Who they are
  1. Yellow pages, telephone book
  2. City magazine (if published in your area)
  3. Library or chamber of commerce publications can be a guide to services and special resources
- B. How they're doing
  1. Standard & Poor's *Register of Corporations*
  2. Dun & Bradstreet
  3. Moody's – Various Manuals
  4. *The Hotel/Motel Red Book*
  5. Annual reports
     These can be secured directly or by writing the organization. Some are on microfiche film in the Business and Technology Department of the library, some at college university placement offices, and some at the local chamber of commerce.

Sources

1. Public Library
2. U.S. Government Printing Office
3. Library, local women's center
4. Newsstands and bookstores

XIII. RESUMES AND RELATED FORMS

INSTRUCTORS: The purpose of this section is to assist participants in the development of resumes and cover letters, and to increase understanding of application forms.

Total time: 2 hours

Suggested Activity	Approximate Time
A. Resumes, Cover Letters and Application Forms	2 hours

Note: Due to the workshop schedule, this section may need to be delivered in two segments. If time permits, instructors may suggest that participants draft resumes for review and critique during the second segment.

A. Resumes, Cover Letters and Application Forms

Time: 2 hours
Materials: Resume Writing Suggestions (page 182)
Sample Resumes (pages 183-185) and Application Forms
Sample Covering Letters (pages 186-187)

1. Describe the purpose and functions of a resume.
    - A resume is to convey to the employer a picture of your strengths, experiences, education and all other accomplishments which qualify you for a particular job.
    - Generally, a resume should show a clear relationship between your abilities and the requirements of the job for which you are applying.
    - Employers often have thousands of resumes for **one** job opening. Your resume should be so specialized for that particular job that it passes the initial screening. You will be screened – **in** or **out**.
    - The resume is the "packaging" of the information you have identified thus far in this workshop. Your career goals, skill labeling and researching should be finished prior to formulating a resume.
    - Your resume is the "advertisement" of your skills and abilities.
    - There are basically three types of resumes: chronological, functional and a combination of these two.
2. Describe the basic method for developing a quality resume.

INSTRUCTORS Hand out Resume Writing Suggestions.

- From the skills you have identified and want to include in your resume, write a paragraph for each activity. Rewrite, analyze and rewrite again, using as many action-oriented words and phrases as possible. Try to phrase as many skills as possible in terms that can be measured (e.g., "increased sales by X%").
- Take all these paragraphs and organize them into an attractive format that reflects your style and is appropriate for the type of organization you are applying to. Make sure you use the appropriate jargon for the particular field.
- Developing individual paragraphs that highlight different skills will facilitate composing individual resumes for a variety of different positions.

The final draft . . .

- will communicate your strengths as they relate to the needs of the prospective employer.
- will have eliminated all extraneous words, phrases and information.
- will be in an attractive format/layout using margins, spacing, headings, underlining, capitals, and white space to produce a clear, inviting, professional-looking resume.

3. Briefly describe the **chronological resume.**

- It is the traditional format.
- It lists positions held in chronological order, beginning with the most recent, with dates of employment, names of employers, titles held, and areas of responsibilities. This is a **job history.**
- It may include publications, honors/awards, hobbies, etc.
- It's best if work experience is sequential, recent, and continuous; demonstrates a progressive career development; **and** indicates whether you plan to stay in the same career field. Be reasonable about how much you list. It isn't necessary to go back to high school if you've been out 20 years. Generally, a ten-year time span is sufficient.
- It's also best suited for application to organizations with a traditional/conservative nature.

INSTRUCTORS Hand out the sample chronological resume. **Please** remind participants the handouts are not "perfect" resumes, to be copied. Ask participants to critique each one, suggesting methods of improvement.

4. Briefly describe a **functional resume.**

- It is an outline of your qualifications (sometimes called a qualifications brief).
- It is tailored to the specific job you want.
- It selects functions of jobs and relates your experience to those functions.

- It is useful in eliminating statements not relevant to the job you are seeking; e.g., unrelated work experience, education not strictly on target, and gaps in employment.
- It is accepted in many situations but some employers may not have had experience with this form or may not be comfortable with it.

INSTRUCTORS Hand out the sample functional resume and critique it.

5. Briefly discuss methods/purposes of combining these two types of resumes. If possible, give samples of creative resumes; e.g., resumes that have been developed by people interested in the arts which demonstrate their artistic skills, resumes with photographs, or resumes in different formats.

6. Briefly describe how to market-test a resume.

- If at all possible, select someone to review your resume who is in your chosen field of interest.
- Phrase your questions for her review. Ask for specific suggestions for improvement, not just "What do you think of it?"
- Ask the person to read it over once or twice, then give you feedback on what she has learned about you. Is it the impression you intended to give? (This is best done with someone who is not well acquainted with you and your skills.)
- After eliciting some general information, you may want to ask: "Does it need to be shortened and if so where? How would you improve the layout? Am I giving enough information about ____________________?"
- One you have decided on your final draft: (1) type it, using a good quality typewriter and a fresh black ribbon; and (2) **proofread** it carefully.

If you can afford the cost, and if you know the employer will react favorably to a mass-produced resume, you may want to have your resume printed in quantity.

INSTRUCTORS 7. Briefly describe cover letters. Hand out samples.

- A cover letter should accompany every resume you mail. It should draw attention to what is special about your experience.
  - a. Emphasize the appropriateness of your background for the position.
  - b. Indicate your knowledge of the company.
  - c. Refer to one, not more than two, points in your resume.
  - d. If a mutual friend, co-worker, or anyone else referred you, mention it early in the letter.
  - e. Tell the company you want to work for them.
  - f. The closing paragraph should be a door opener for you. Ask for an appointment or meeting, or prepare them for a call from you.
  - g. If possible, use the jargon of the company.

8. Briefly discuss with the group the importance of application forms.

- Some are simple; others quite complicated. Be prepared. To speed up completing applications, some people carry small note cards or a brief outline with them which include dates, numbers, names, addresses, phone numbers, and other information that can be expected to be required.
- Many forms ask for your life goals, career objectives, etc., and give limited space for responding. **Prepare in advance** concise paragraphs about yourself.
- Some forms require lengthy, handwritten responses that will be analyzed by handwriting experts.
- Develop methods for dealing with questions that are not to your advantage. For example, what will you do when the application form asks you to list your employment chronologically, if doing so will make your job history appear sketchy? Some application forms request the minimum salary you will accept. If your figure is too high, you could be disqualified automatically; if too low, you would be cheating yourself. You have the option of writing in "negotiable" or leaving that item blank.

9. For closure, review the information and answer any questions participants may have.

INSTRUCTORS Secure samples of various kinds of application forms from your community resources. It is suggested that as a precautionary measure the information identifying company names, etc., be deleted prior to distribution.

". . . I learned so much . . . realized I still have a lot to offer an employer . . . that I'd done much more than I realized once I wrote it up on a resume. . . realized I'm still quicker than most and have many personality facets others don't offer."

RESUME WRITING SUGGESTIONS*

DO

Include names, addresses, and telephone numbers.
Be brief and stress positives.
Limit resume to two pages.
List your achievements and how you solved problems, not just the responsibilities you had.
Be neat, error free, and readable.
Use statistics or numbers where you can show results for what you did.
Use action words: planned, designed, coordinated, led, initiated, produced, organized, supervised, contributed, recruited, hired, arranged, trained, controlled, etc.
Be selective. Use only those achievements which support most strongly your bid for the position you are seeking. Appropriateness is the key, not volume.
Use the right vocabulary. Be sure of job titles, functions and other industry jargon or you will appear unfamiliar with the field.
Be specific.
Choose a degree of formality consistent with the field.
State an objective – the focal point of the resume.
Use the top two-thirds of the first page to include the most important information.
Choose a format which enhances your experience and is suited to the position you seek.
Individualize. Be sure the tone and appearance will suit you. Write your resume yourself to insure this.
Include volunteer experience where relevant.

DON'T

(Unless you have a strong reason for doing so)
Include salary or reasons for leaving past positions.
Separate volunteer experience from paid employment.
Use a narrative form or personal pronouns.
Include controversial material (being fired, dropping out of school).
List the names of people with whom you have collaborated unless they are famous.
Tell what your husband does.
Use dates.
Include reference names and addresses.
Include personal data **irrelevant** to your ability to do the job (marital status, age, number of dependents, etc.).
Mention the field in which you are degreed, if it is unrelated to the position you want. The degree is sufficient.
Send carbon copies.

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*From the Women's Center of Dallas, Employment Information Service.

SAMPLE CHRONOLOGICAL RESUME*

WORK EXPERIENCE

06/76 - 06/77	**Free-lance Writer,** New York City, New York. Edited West 75th Block Association Newsletter, directed creative writing workshop for Phoenix House Drug Program, conducted neighborhood seminars in poetry, drama and current events.
01/75 - 06/76	**Copywriter,** WTIC AM/FM, Hartford, Connecticut. Wrote live copy for local and national accounts, wrote promotional and non-profit material, handled public relations for advertising and compiled sports programming packages.
11/74 - 01/75	**Editorial Assistant,** Connecticut Judicial Dept. Helped edit general law ledger for judges, organized seminars, tours and lectures for continuing educations and research.
06/74 - 09/74	**General Assistant,** KALL AM/FM, Salt Lake City, Utah. Front-desk receptionist, ran all station contests, wrote public service announcements, scheduled all FM commercial traffic.

EDUCATION

09/70 - 03/74	**B.A. English/Creative Writing,** University of Utah. Graduated cum laude. Editorial Assistant and Poetry Editor of *Wasatch Front* literary magazine; awarded 1972 scholarship to Summer Writer's Workshop led by Ann Stanford, gave campus and radio poetry readings, tutored high school writing students.

PERSONAL BACKGROUND

Born and raised in Evanston, Illinois. Honors graduate from Evanston Township High School, 1970. Active in producing literary magazine.

References and portfolio available upon request.

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*Adapted from the Women's Center of Dallas, Employment Information Service.

SAMPLE FUNCTIONAL RESUME I*

OBJECTIVE	Public relations career with dynamic, growth-oriented corporation.
QUALIFICATIONS	Experience in managing and directing group sales, development of promotional packets and brochures, organizing sales incentive programs, handling advertising, publicity and public speaking, designing and implementing successful sales programs.
EXPERIENCE	
ADVERTISING AND PROMOTION	Managed all advertising and sales for one year for large resort hotel, resulting in nearly 100% occupancy year-round. Developed promotional packets for Lakeside City Chamber of Commerce. Initiated programs and advertising campaigns for business and professional chamber members during a three-year period.
WRITING AND SPEAKING	Wrote copy for brochures, weekly articles for local newspapers, promotional material for city programs and corporate newsletter for residents and guests. Wrote advertising copy for print, radio and TV for a variety of accounts for an advertising agency. Spoke to civic organizations and service clubs, representing Lakeside Chamber of Commerce.
SALES	Organized resort sales-incentive program resulting in increase of total group sales of 20% in a one-year period. Sold Chamber of Commerce memberships and increased membership from 120 to over 250 in a three-year period, while increasing membership dues at the same time.
MANAGEMENT	Directed staff of seven in advertising department of resort hotel. Managed Chamber of Commerce office with two secretaries. Won Texas Hollins Award for Best First-Year Chamber Executive, 1971. Supervised a staff of nine in an editorial department that produced six weekly newspapers.
EDUCATION	1966-68, University of Texas, English, History; 1969-70, studied marketing and advertising, Marshall Career College.

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*Adapted from the Women's Center of Dallas, Employment Information Service.

SAMPLE FUNCTIONAL RESUME II*

WHAT I WANT

Opportunity allowing me to use my past experience and people-related skills

WHAT I DO

- recruit, train and supervise professional staff people
- plan, coordinate and supervise workshops, seminars and rap sessions for work-seeking women
- select, administer and interpret standardized measurement instruments
- plan and conduct awareness and communications seminars for men and women
- develop career-planning programs for other agencies
- design, develop and teach courses concerning job-search techniques
- make presentations to business community – individuals and groups – regarding use of agency services
- design, implement and coordinate a complete vocational counseling service
- write a monthly column for *Equal Times* newspaper
- assist in developing and maintaining a network of service agencies engaged in serving the same clientele, to avoid duplicating services
- work with businesses on an individual and informal basis to assist them in achieving an affirmative action program
- design, compile and edit bimonthly magazine, *The Bank Book*

WHAT I'VE DONE

- currently director, Employment Information Service, Women's Center of Dallas, 3220 Lemmon Avenue, Dallas, Texas 75204
- Free-lance writer of non-fiction
- Member, El Centro College Women's Advisory Committee, 1975
- Instructor, Developmental Writing, Eastfield College, 1972
- Teacher of English at R.L. Turner High School, Carrollton, Texas, and John F. Kennedy High School, Bloomington, Minnesota, 1967-1970
- Speech Therapist for grades K-9, Reynoldsburg, Ohio, Public Schools, 1966-1967

WHERE I STARTED

- M. Ed. in guidance and counseling (psychology minor), North Texas State University, Denton, Texas, granted 1972
- B.S. in Ed., Southeast Missouri State University, Cape Girardeau, Missouri, granted 1966

References available upon request

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*Adapted from the Women's Center of Dallas, Employment Information Service.

SAMPLE COVERING LETTER I*

201 North Shore Drive
Detroit, Michigan 55690
April 12, 1975

Vice-President of Marketing
Astral Vision, Inc.
Central Station
Cincinnati, Ohio 45203

Dear Sir:

Since you are seeking a marketing manager with knowledge of the audio-visual field, you may find my background in marketing, sales and distribution of interest.

By marketing a film-lease "package" to college students, designing a high school film guide and expanding into three suburban areas, I increased the sales of 16mm film equipment by more than 30% in one year.

Result: $500,000 in additional revenue was generated for the Finest Film Company.

As Sales Manager for a small photographic supply firm, I initiated a five-week workshop series to improve customer relations and increase telephone solicitation sales.

Result: The 20-person sales force under my supervision increased its direct contributions to overhead and profits from $500,000 to $2 million in two years.

A "portable photolab" marketing program I designed, including a two-minute film, promotional brochure and direct mail campaign, resulted in over 10,000 new orders, the strongest response to a new product in the history of Fast Foto, Inc.

I will call you in several days to discuss your need for a marketing manager who has extensive experience in audiovisual equipment. My resume is enclosed.

Sincerely,

---

*From *Woman's Work Book* by Karen Aharbanel and Gonnie McClung Siegel. Copyright © 1975, Information House Inc. Reprinted by arrangement with Holt, Reinhart, and Winston.

SAMPLE COVERING LETTER II*

(Applicant's address)

(Employer's name,
Title,
Address)

Dear (Mr./Ms.):

In view of the Rogers Corporation's plans for expansion in the Dallas area, I believe you will be interested in my experience. I have successfully established a market and sold educational games and toys to Dallas area schools, both public and private, for the last three years. I have developed a close working relationship with area educators and have observed an interest in educational aids of the type your corporation has developed. Enclosed is my resume which provides further details.

The *Dallas Morning Herald* article describing your corporation's products and services attracted my attention because I see an opportunity to combine my knowledge of the market and personal contacts with your product, which I enthusiastically endorse.

Whether or not you have any immediate need for experience of this kind, I hope to have an opportunity to meet with you to discuss the progress of your new regional office and your exciting educational materials. I will call the week of January 9 to arrange a convenient time for a meeting.

Sincerely,

---

*Adapted from the Women's Center of Dallas, Employment Information Service.

XIV. INTERVIEWING TECHNIQUES

INSTRUCTOR: The purpose of this section is to acquaint participants with those skills, questions, and techniques that will facilitate successful interviewing.

Total time: 2½ hours

Suggested Activities	**Approximate Time**
A. The Interviewing Process	1½-2 hours
B. Follow-Up – First Impression Exercise	30 minutes

A. The Interviewing Process

Time: 2 hours

Materials: The Interviewing Process (page 192), which includes: Questions Frequently Asked in Employment Interviews (page 197), Negative Factors (page 201), and Some Questions an Applicant May Want to Ask a Prospective Employer (page 202)

Suggested Comments:

The most important part of your employment search is the actual job interview. It is the point toward which all your research efforts are directed.

The actual interview is also a sales effort. This is the time you must successfully sell yourself and market your abilities if you are to acquire the position you want.

We're going to devote our attention in this section to those skills and techniques and questions that will help you become comfortable with the interviewing process.

Don't panic! We're going to practice by role playing interviews. The more interviews you go through, the lower your anxiety level will be and the better impression you'll make when the interview is for real. Some of you have already gained some experience by conducting the information interviews in your research. Now we're going to get more specific. A number of handouts have been included but we've pulled them into one, called The Interviewing Process. Don't get ahead of the game by trying to scan this material now. We're going to go over some of it together and you can study the handout at your leisure at home.

Keep in mind that you must first get an appointment for an interview. This means you either send a resume, respond to a classified ad in some manner, or make a cold call on some organization of interest. (Cold calls are those without previous contact or previous introduction.) To prepare for the telephone approach or the cold call you may want to check out some basic books on sales techniques at the local library or talk with people who make their living selling by phone or cold calling in person. Your experience in researching and "contacting" will help you locate the right people. The local telephone company and/or secretarial handbooks can help you improve your telephone techniques.

Skill on the telephone cannot be over-emphasized. Many classified ads require that you call for information or an appointment. The reason for this is to determine how you respond on the phone, and it is one of the best means of screening **out** so-called applicants who have limited prospects for employment, who lack qualifications, or who are undesirable. Answering ads is another way of screening people **out** before personal contact is made. The preliminary interview is another, and sometimes the only other, contact. The object of this process for **you** is not to get eliminated on the first contact but to succeed in getting a personal interview. If you do get screened out for whatever reason, don't give up. Winners keep trying!

Remember the importance of the first impression. Before you even open your mouth, your personal appearance makes an impact (consciously or unconsciously) on those with whom you come into contact. The impact can be either favorable or unfavorable. Some people feel that most interviews are made or lost in the first four minutes.

Let's move on to the materials. As we discuss this, you may want to do some underlining or make additional personal notes.

INSTRUCTORS Distribute handout on The Interviewing Process.

1. Discuss this handout in sequence or focus on the questions. Participants should work at developing possible answers.

2. Briefly discuss various means of follow-up and thank-you letters.

Suggested Comments:

Thank-you letters are a good method of follow-up. They will bring you and your name back to the attention of the employer.

The letter should:

- be courteous and thank the employer for their time
- remind the employer of your interest in the job

Keep your letter simple and briefly remind them of your qualifications. Send the letter immediately following the interview.

B. Follow-Up – First Impression Exercise

Time: 30 minutes

Materials: First Impressions Scoring Sheet (distributed in first session)

Note: This exercise is to be used only if the first impressions exercise was done in the first session!

1. Briefly review and discuss the importance of first impressions, including information about the value of learning by doing – one of the major advantages of an experiential workshop like this. Another value is using each other as resources in a supportive environment.

Many times peoples' first impressions are lasting impressions. The purpose of this exercise is to review the negative and positive impressions the members of the group gave each other at the first session of the workshop, and to discuss methods of increasing the positive and decreasing the negative.

2. Instruct participants to break into the small groups they were in when they first did the exercise. Have them also retrieve their score sheets.

For about 15 minutes, group members should discuss what their first impressions were of each other; if and how their impressions have changed.

Then briefly review the impact a first impression makes. There are many examples which the group can have fun sharing. One illustration follows:

A story was told about a man who was an outstanding member of the National Speakers Association. He was scheduled to speak to an organization of business people in a distant city. To emphasize the significance of a first impression, the speaker dressed for the plane trip in blue jeans, hippie shirt, cowboy boots and beads. Upon arrival at the airport, while looking for the organizational representative who was to meet him, he walked up to a man who was obviously looking for someone and asked him who he was looking for. The man's face could not hide his dismay when the speaker told him he was indeed the one. The representative took the speaker to the hotel where reservations had been made, but his nervousness was easily noticed. Shortly, the representative of the organization explained to the guest speaker that he felt it would not be possible for him to address his group of business people but they would pay his fee anyway. The speaker then told him he had worn his "hippie get-up" to emphasize the importance of a first impression. The speaker's regular attire was expensive wool suits, ties made to match, and coat linings made to blend with his silk shirts.

Involve the participants in general discussion on whether they think an employer would have hired them based on the first impression they created in the group. With the idea of increasing positive impressions and decreasing negative impressions, have participants role play an interviewing situation.

INSTRUCTORS

Use either the "fishbowl" setting for the role playing (role players observed by the entire group), or break the group down into several triads with two role players and one observer to give feedback. Role playing a "group interview" may also be useful.

Some Possible Role-Play Situations

A. 1. The employer is in desperate need of anyone
   2. The applicant has just left a rotten job and is determined to be more selective this time

B. 1. The interviewer is high-pressure, almost nasty
   2. The job is best suited for an applicant interested in sales or another competitive field

C. 1. The interviewer offers a minimum of information and allows distractions (phone, secretary, others) to interrupt at various times
   2. The applicant practices her interviewing skills

D. 1. The employer obviously does not want a woman for the job
   2. The applicant has the opportunity to practice her interviewing skills in negative situations

E. 1. Three interviewers conduct a meeting with one applicant
   2. The applicant practices her interviewing skills

THE INTERVIEWING PROCESS*

by Gerri Hair

The purpose of an employment interview is to give the prospective employee and employer an opportunity to meet face to face, exchange information, help decide whether or not they want to work together, and consider the potential benefit to both parties.

It is important therefore to remember that the interview should be an active **dialogue** between the participants, so that each may discover the information s/he needs in order to make an intelligent decision.

Getting a job is one of the most frustrating experiences of life. We must work to provide the necessities of life for ourselves and/or for others, yet few individuals ever receive any training or help that prepares them for the job hunt, or prepares them to be successful in the choice of a job or a career or a professional organization. Finding out what you want to do and where the jobs are is the toughest part of the job hunt, and it takes the longest period of time. Once you have some kind of an idea about what it is you want to do, and find a possible opening and get an appointment for an interview, the interviewing process begins.

There are some things you may want to consider prior to an interview, especially if you are doing some long-range planning. It is helpful to put these in writing. For example, ask yourself: What do I really want to do? What kind of people do I want to work with? If I get this job, where do I want to go from here? How much money do I absolutely have to have to meet my obligations? What is really important to me in any job I have? Will this help me get where I want to be, professionally and financially, within the next five years? What conditions of employment am I **not** willing to accept?

The interviewing process can be simple and easy or very difficult, depending on the type of job to be performed. An overview of some points that should be of general interest to everyone follows.

It is not possible to be thorough or specific. No one person or source has all the answers. The differences in age, education, experience, qualifications, abilities, personalities, needs and wants are too wide between those being interviewed and those doing the interviewing. Add to this the personal biases of the people involved and the process becomes even more complicated.

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Briefly and basically, some important things include:

1. Remember first and foremost that the interviewing process should be a dialogue. You have as much right to ask the interviewer questions as she has a right to ask you. You are entitled to use care in selecting the organization you want to work for just as much as they are going to use care in selecting their employees. Take an active part in making your interview a two-way conversation. Don't be a passive participant.

2. If at all possible, find out something about the organization before you go to the interview. Have some idea of why you want to work there. Ask questions of friends who might have worked there or who know someone who did. See if you can get a copy of the annual report. Maybe there have been stories about the organization in the newspaper. You may also find information about the company through the local library or chamber of commerce.

3. Ask yourself what you would like to know about the job and the company. Then prepare a list of these questions to help you get that information. Don't trust your memory. You'll probably forget in the nervousness of the interview. It is perfectly all right to be organized and have these questions written down on a card you take with you. This usually indicates to the interviewer that you're interested and efficient. (A list of sample questions is included with this material.)

When asking questions, try to make them open-ended. Ask the questions in such a way that the interviewer has to give you more information than a simple yes or no answer. Samples of open-ended questions are:
Exactly what did you mean by . . .
Could you tell me a little more about . . .
How does that affect . . .
What circumstances led to this change (opening, policy, etc.)?
Would you elaborate a little more on . . .
Questons that begin with why, how, where, when and what are helpful.

If you are applying for a middle- to upper-level position, prepare questions in advance that are more specific. Getting the interviewer to talk freely about herself and her organization can give you additional information to help you determine her point of view, the organizational structure, etc.

4. Anticipate the kinds of questions you may be asked and prepare what you plan to answer. It helps to write out your answers and practice them out loud. Words that sound good on paper don't always sound the same when spoken. This will also help you plant the answers in your mind so you'll appear more confident when replying. It will help eliminate too many "uh, well, I don't really know, I hadn't thought about that" responses.

5. Almost everyone gets nervous about being interviewed. You can lessen this by appearing at your best. Be neat, clean and dressed in a businesslike manner. First impressions are important and difficult to forget. In addition to being appropriately dressed, it is important for women to be sure handbags and shoes are clean and polished. More important is that the inside of that handbag is clean and organized (no crumpled, used Kleenex, squashed cigarette packages, intimate items showing, etc.). You will most likely want to carry some copies of resumes and a note pad with you, so don't be embarrassed when you have to open your purse. (One employment interviewer said he judged whether or not a woman was well organized in her thinking and work habits by the way the inside of her handbag looked, and he always found a way to force the individual to open her handbag during the interview.)

6. It is a good idea **not** to smoke even if the invitation to do so is extended. Traditional manners say it is best to wait until you are invited to be seated, and the best impressions for job interviews are still made by women wearing dresses instead of pantsuits.

7. Visit the rest room and tidy hair and make-up, dust off shoes, etc., prior to the interview so that you'll know you look your best and can be poised and not fidgety.

8. Look people in the eye when talking or listening.

9. Begin all interviews with a positive attitude. Smile. Respond freely but be careful about wisecracks, jokes, etc.

10. If a handshake is indicated, be sure yours is good and strong. Generally speaking, people dislike and sometimes distrust those who present a limp-rag hand for a handshake.

11. Be honest and truthful in your replies. This doesn't mean that you have to tell your life story. Answer only the questions asked and do so briefly and to the point. Don't ramble on and on including information which is unnecessary. Avoid any remarks that may create a negative feeling for the rest of the interview, e.g., "I'm not really sure my background will be suitable for your company."

12. Be prepared to state your qualifications and capabilities specifically, giving concrete examples when appropriate. Be positive. Don't volunteer information about your limitations unless specifically asked. There may be situations you would rather not talk about, so don't bring them up yourself. If you are asked, as an example, "Why were you fired?" answer as briefly and honestly as you can, but immediately re-focus attention on your ability to do this job for this company. Refrain from making negative or personal remarks about previous employers.

13. If the interviewer says, "Tell me about yourself," answer with positive statements about your job interests and career goals. Don't recite your name, age, marital status and astrological sign. Ask what specifically they would like to know.

14. Should there be interruptions during the interview – and there frequently are – use the time to get your thoughts in order and to think of other things you want them to know, or other questions you would like to ask. Be sensitive to any situation in which it may be best for you to suggest either leaving the room momentarily or arranging another appointment time.

15. Salary matters are always difficult. Try to know what salary can be realistically expected for the job you are seeking. If you know the range that is available, you will know whether or not the employer is offering you an acceptable salary. Avoid giving the impression that your chief concern is money or that you will accept only being hired for an executive position (unless you are truly qualified as an executive). You also need to know ahead of time the minimum salary you are willing to accept so you don't have to do any hard mental calculating at the last minute. Information about salary ranges can be found by examining newspaper ads, various trade publications, published salary surveys, and books from the federal government like the *Dictionary of Occupational Titles.*

16. Thank the interviewer for the appointment. Express your interest in the job if you are in fact interested. In some instances, it will help the interviewer remember you and make a good impression if a note of thanks is sent after the appointment. Don't force a commitment, but do try to conclude the interview with some understanding of where you stand, what is supposed to happen next, who's to call whom and when, etc.

17. You may or may not hear about the status of the job. If you are accepted, you will be notified, but you may be kept waiting and never hear anything. If you are truly interested in the job, it is okay to make a follow-up telephone call expressing your continuing interest within a reasonable length of time.

Be aware that the interviewing process is a sales process. You are selling your qualifications and your personality; the organization is selling itself and its potential for your career. Generally, like hires like. If the organization is a hard-hitting, go-getting sales group, they usually will be looking for the same kind of person. If it is a traditional, quite, conservative, don't-rock-the-boat group, that's the kind of person they'll be seeking.

Personnel departments normally have only the responsibility of screening applicants and making recommendations. They do not have the authority to hire until the immediate boss, supervisor or executive gives an affirmative nod to the person chosen out of a number of applicants.

The interview can be a means of screening people out rather than screening people in. It pays to assume the organization is interested in you or you wouldn't be there and to approach it in a positive manner; but if you are realistic about the fact that you may be screened out, you can be better prepared to be among the final group to be considered for a second interview or to be hired.

It is possible to be interviewed more than once for a job. The first interview may be rather brief just to see you, get a resume and obtain some general information. This is the "look ya over" and information-gathering interview. A second interview will be more in depth and in this interview compatibility of interests, goals and qualifications are further pursued.

On occasion, particularly for middle- and upper-level management jobs, an individual may be exposed to a group interview. Of major importance at this time is to be sure you are seated in such a way that you don't appear to be a revolving door or to be watching a tennis match in order to make eye contact with the people who are asking you the questions.

An interview can be turned into a semi-social occasion by an invitation to lunch or dinner. The invitation may also be to look over your spouse or see how you handle social occasions. It is up to the individual to determine whether or not to drink on these occasions, and it is generally wise not to – or to hold yourself to one drink. If you get smashed, your job chances probably will too.

People who interview applicants have their own personal biases and pet ways of gaining information they consider relevant. Remember that the interviewer is just another individual who may or may not truly represent the corporate views. One may encounter an interviewer who has adopted the "negative sell" approach. This makes a position sound so bad that anyone who hangs in there and still wants the job is considered a pretty good bet. If the job to be filled is one that will require a lot of pressure or one in which an individual will experience a lot of rejection, the interviewer may apply stress to see whether or not an applicant can handle it.

There are many sources of help and information available to job seekers and career changers. Some aids that have proven most helpful are:

- Richard Bolles, *What Color Is Your Parachute?* (Berkeley, California: Ten Speed Press, revised 1978). Career planning.
- Richard Bolles, *The Quick Job-Hunting Map* (Berkeley, California: Ten Speed Press, 1976). Career planning.
- Nellie Tomlin Scholz, Judith Sosebee Prince, and Gordon Porter Miller, *How to Decide: A Guide for Women* (Princeton, New Jersey: College Entrance Examination Board, 1975).
- Austin Marshall, *How to Get a Better Job* (New York: Hawthorn Books, 1977). Good information on interviewing, negotiating salary, and functional resumes.

QUESTIONS FREQUENTLY ASKED IN EMPLOYMENT INTERVIEWS*

PERSONAL BACKGROUND

1. Tell me about yourself (or, How would you describe yourself?).
2. How do you spend your spare time, vacations? What are your hobbies?
3. What do you really want to do in life?
4. What is your father's (mother's) occupation?
5. What types of books do you read?
6. What type of people irritate you?
7. What are your strong points? weak points?
8. What do you think you do best?
9. With what kinds of people do you work best?
10. What is your pet peeve on the job? with people?
11. What do you think of women's lib?
12. Have you ever been arrested? used drugs? done time?
13. How is your health? any problems with drinking?
14. How old are you?
15. How do you think a friend or professor who knows you well would describe you?
16. What motivates you to put forth your greatest effort?
17. How do you determine or evaluate success?
18. What two or three accomplishments have given you the greatest satisfaction? Why?
19. What have you learned from your mistakes?
20. In what school activities have you participated? Why? Which did you enjoy most?

EDUCATION

1. What percentage of your college expenses did you earn? How?
2. If you were starting college again, what courses would you take? Why?
3. Why did you decide to go to this particular school?
4. How has your education helped to prepare you for a career in this field?
5. Describe your most rewarding educational experience.
6. What led you to choose your major field of study?
7. What college subjects did you like most? Why? Least? Why?
8. What changes would you make in your college? Why?
9. Do you have plans for continued study? an advanced degree?
10. Do you think your grades are a good indication of your academic achievements?

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PAST WORK EXPERIENCE

1. What jobs have you held? How were they obtained? Why did you leave?
2. How did your previous employers treat you?
3. What have you learned from the jobs you have held?
4. Can you get recommendations from previous employers?
5. What jobs have you enjoyed the most? The least? Why?
6. What have you done which shows initiative and willingness to work?
7. In what kind of work environment are you most comfortable?
8. What major problem have you encountered on the job? How did you deal with it?
9. Why do you want to leave your present position?
10. What circumstances led to your termination?
11. Why have you changed jobs so often? Or, why have you been unemployed so long?
12. Have you ever been fired from a job? Why?
13. How much money are you earning now? Or, what was your salary on your last job?
14. How many people have you supervised at any one time?
15. Have you ever had budget responsibility? If so, for how much?
16. What did you enjoy most about your last job?
17. What did you like least about your last job?
18. Tell me about your achievements on your last job.
19. How did you get along with your supervisor, superior, boss?
20. How did you get along with your co-workers?

GOALS AND PERSONAL CHARACTERISTICS

1. In what type of position are you most interested?
2. What do you think determines a man's (woman's) progress in a good company?
3. Will you fight to get ahead?
4. Do you demand attention?
5. Do you have an analytical mind?
6. What job in our company would you choose if you were entirely free to do so?
7. Where else have you applied?
8. What are your goals for the next five years? Work goals? Personal goals?
9. How did you establish these goals? When? Why?
10. How are you preparing to achieve them?
11. What specific goals, unrelated to your occupation, have you established for the next ten years?
12. What are your long-range career objectives?
13. What are the most important rewards you expect in your career?
14. What two or three things are most important to you in your job?
15. Why do you want this job?

16. Describe your ideal job; supervisor.
17. How do you work with pressure, deadlines, conflict?
18. What qualifications do you have that make you think you will be successful in your job?
19. How do you define that success?
20. Describe the ideal relationship between the supervisor and her staff.

REASONS FOR WANTING THIS JOB

1. Why do you think you want to work for this company? hold this particular job?
2. What do you know about this company? What would you like to know about it?
3. What salary do you want? How important is salary to you?
4. Do you prefer any specific geographical location? Why? Would you relocate?
5. What personal characteristics do you see as necessary for success in this field?
6. Why should I hire you?
7. In what way do you think you can make a contribution to our company?
8. Are you seeking employment in a company of a certain size? Why?
9. Are you willing to travel?
10. Are you willing to spend at least six months as a trainee?
11. What appeals to you about our location(s)?
12. How much notice would you have to give your present employer?
13. When would you be available to start work?
14. How much do you think you are worth?
15. What is your minimum salary requirement?
16. What do you consider your strongest qualification for this job?
17. Do you have objections to psychological interviews and tests?
18. How do you expect to handle the physical strain of this job?
19. Don't you think you are a little too old/young for this job?
20. What past positions have you held which are related to the requirements for this position?

Some questions that are frequently asked of women but not asked of men are listed below. Generally speaking, these questions have nothing to do with whether or not an individual is capable of performing a specific job. In some instances they are illegal unless a company can prove that all applicants are asked the same questions or that the question is a legitimate requirement for the job. Each person must determine whether or not – and how – these questions are to be answered.

1. What is your family status (or, Do you plan to have children)?
2. Are you married? When are you planning to get married?
3. When are you expecting to have a family? How many children?
4. What form of birth control do you use?

5. How long have you been separated? Divorced? Widowed?
6. What does your husband do for a living?
7. How much money will you need to make?
8. Do you have any outside income?
9. What does your husband think about your going to work?
10. Who's going to take care of the children while you're working?
11. If we have a deadline to meet and one of your kids gets sick or has an accident, what will you do?
12. Will you relocate?
13. Are you willing to travel?
14. How long can you be away from home on a trip?
15. How do you feel about working overtime? On weekends?
16. What would your husband think about your traveling with another man?
17. How long do you plan to work?
18. Can you type?

Some questions are put in the form of statements, and you need to be ready to define skills and qualifications. A sample of such questions includes:

With your background, we believe you're overqualified for this position.

Our experience with ______________ hasn't been too good.

I don't believe you meet our qualifications for this job.

Important: All employees should be aware of their employment rights under the law. Laws of particular importance to women include the Equal Pay Act of 1963; Executive Order 11246; Title VII of the Civil Rights Act of 1964; Title VII and Title VIII of the Public Health Service Act; Title IX of the Educational Amendments of 1973; the Equal Credit Opportunity Act; Title VIII of the Civil Rights Act of 1968; Revenue Sharing (State and Local Fiscal Assistance Act); and the Age Discrimination in Employment Act of 1968. For further information, contact the Department of Labor.

NEGATIVE FACTORS

Some Reasons for Unsuccessful Interviews

1. Poor personal appearance; sloppy, untidy grooming
2. Inability to ask good questions about the job
3. No sense of purpose or goals; lack of sound career planning
4. Poor attitudes: overbearing, conceited, "know-it-all," overly aggressive, passive, indifferent, lazy, no interest or enthusiasm
5. Inability to express oneself clearly
6. Lack of confidence in self or abilities; nervousness
7. Lateness for appointment/interview without valid reason
8. Exaggeration of abilities or experience; unwillingness to start at the bottom; expecting too much too soon
9. Too much concern over money and fringe benefits
10. Name dropper; emphasizes importance of whom she knows
11. Inadequate experience or knowledge of the field
12. Bad manners, discourteous
13. Defensive, evasive about unfavorable aspects of career
14. Condemnation of previous employers
15. Poor handshake; weak, limp hand, dead-fish hands, or sweaty palms
16. Disliked school work; did poorly in school without reason
17. Inability to look interviewer in eye; lack of directness
18. Messy application blank; incomplete application without reason
19. Looking only for temporary work
20. Lacking in sense of humor
21. Little interest evidenced in industry or organization
22. Unwilling to travel or relocate if required
23. Unwilling to work overtime or weekends if required
24. Strong prejudices or radical ideas
25. Poor credit record
26. No interest in community activities
27. Inability to take criticism
28. Lack of initiative and/or judgment

SOME QUESTIONS AN APPLICANT MAY WANT TO ASK A PROSPECTIVE EMPLOYER

These are only some of the possible questions. There may be specific ones that need to be asked, depending on the individual, the job and the industry. It is helpful to think of what questions you would like to ask in advance of the interview, and it's okay to carry notes. Other questions may be asked as needed. Above all, remember that the interviewing process should be a dialogue between the prospective employee and the organization. You are entitled to use care in selecting your future employer just as that employer uses care in choosing you!

1. What do you see as the general purpose of your organization?
2. What is the corporate philosophy in relation to its products? its employees?
3. Is this a branch or franchise office?
4. Where are regional headquarters located?
5. How does your organization differ from your competition in the field?
6. Who is the top competitor in this field? Why?
7. May I have a copy of the annual report?
8. Who are the top officials in the organization?
9. Who are the women executives in your organization? How long have they been in their jobs?
10. What is the ratio of women to men in management in your organization?
11. What is the ratio of women to men in this department?
12. How do you see this organization growing within the next five years?
13. What are the company plans for the future?
14. What would you suggest I read to learn more about this industry and the company?
15. In the case of non-profit organizations, who supports the organization? How? Why?
16. If I report to________what is her relationship to the president? To the next officer up?
17. What relationship does this department have with other departments in the organization?
18. Exactly what functions will I be expected to perform on this job?
19. What percentage of routine, detailed work will I encounter?
20. May I see a job description for the position for which I am being interviewed?
21. How many people will I report to?
22. How many people will I be working with closely? generally?
23. What kind of training programs are available within your organization? Who is eligible? When?

24. Does your firm pay for classes at universities? Do they have to be strictly job-related?
25. What kind of practical and academic training does your staff receive?
26. Will more training be required for advancement? What kind? Will the company pay for it?
27. What skills or experience will be essential for advancement?
28. What is the promotional policy of the organization? From within or without?
29. How many women have been promoted within the last three years?
30. What is the total number of ethnic minorities employed? In what positions are they found?
31. What are the opportunities for promotion? into what departments? levels? locations?
32. What is the next position to which I could be promoted from this job?
33. What is the top position possible in the company from this department?
34. How often are job evaluations (reviews) held?
35. What people from what organizational level would review my performance? Is this taken any further? How often?
36. On what basis will my performance be judged or evaluated?
37. On what criteria do you base normal promotions?
38. Will there be an opportunity to assume more responsibility? what kind and when? Who grants the accompanying authority?
39. Will relocation be required for promotion?
40. What is the probability of being relocated? To where?
41. Is there a written policy manual about sick leave, vacations? job classifications, etc.?
42. Does your company have a nepotism policy? Are married partners and/or relatives allowed to work in the same department?
[illegible] Does the organization have a retirement plan? what kind?
44. Are stock options available? what kind? How? When?
45. What is the company policy on overtime? On weekend work?
46. What is the salary range for this job?
47. What are the official working hours?
48. What is the vacation policy?
49. What holidays are recognized?
50. What employee dues and expenses are reimbursed by the firm?
51. Does your firm give bonuses?
52. Do you give salary raises to keep differntials between new people and those with experience?
53. What is a reasonable salary to expect in 2 years and in 5 years, based on the average staff person's growth rate?
54. Are there any fringe benefits I should know about?
55. Does your office hire paraprofessionals? How many?
56. How much opportunity is there to see the end result of my efforts?

57. How are the interpersonal relations within your office? Do staff people have much contact with the upper levels?
58. Do the supervisors seek their subordinates' views? How much decision-making opportunity does a staff person have?
59. Does your firm have an awards or incentive system for new ideas and suggestions? What kind?
60. How does your organization give the professional person recognition?
61. How much guidance and assistance is made available to an individual in developing her goals?
62. In this office, how many people are ahead of me in this department? How old are the partners?
63. What does partnership status mean in this firm? Are all partners treated alike?
64. How is the firm managed? by an executive committee? Is the management of each office done differently?
65. What has been this office's growth rate? How have you grown, merged, etc.?
66. What is your current number of clients? Type of clients?
67. How many employees are in this office?
68. What has been the major reason why people have left this office? Are people given an exit interview before leaving?
69. Could an individual work 50-55 hours a week whenever she wanted?
70. Does your firm financially reward its staff for bringing in new clients?

Remember – when in doubt, ask a question!

XV. NEGOTIATION

INSTRUCTORS: The purpose of this section is to give information that will help in preparing participants for salary negotiations.

Total time: 2 hours

Suggested Activity	**Approximate Time**
A. Negotiation	2 hours

A. Negotiation
Time: 2 hours
Materials: Handouts, page 212

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1. Prior to any discussion of negotiations, ask for two volunteers for a role-playing situation. The purpose is to demonstrate the typical approach to negotiations.

Situation: The setting is for negotiation of a salary increase. Out of the hearing of each other, prime the role players for their individual roles.

A. Employee – She's been thinking and moping all weekend about how she really deserves a raise and is mustering courage to approach her supervisor about it. The decision is based on emotion.

B. Supervisor – She doesn't have the authority to grant a raise, it's a very hectic Monday morning, and the employee has not made an appointment.

After the role play, briefly discuss with the group what happened.

2. Lecturette on negotiation.

Suggested Comments:

- Negotiation is done daily with friends, associates, and family but the basis is different than employment negotiation. In work situations, negotiation is based on performance, action, productivity, quality of work, and profit and loss.
- Performance may not bring automatic recognition or salary increases. Few employers voluntarily offer raises and promotions to employees who seem satisfied, or offer high starting salaries without demonstrated merit. Therefore, you need to know what your work is worth and you may have to ask for the salary or promotion to get it. Be assertive. What is at stake? Your job satisfaction may hinge on recognition and reward.
- Failure to ask for a good starting salary, raises and promotions may indicate a lack of initiative or ambition and further limit career growth.

- Don't allow a past salary to determine current salary. You're getting paid for **this** job, not the skills you used somewhere else.
- There are many styles of negotiation. Some are based on confrontation and on always asking for more than is reasonable. The material for this session is based on an assertive, realistic and rational approach.
- All negotiation should be completed before you accept a position. You are in the best position to bargain when you know they want you. You lose bargaining power after you accept.
- The initial salary negotiation is important because:
  a. There may be a range of several thousand dollars for the position. Why settle for the bottom offer if you are entitled to more based on previous experience or exceptional training?
  b. Your feelings of self-confidence and the company's estimation of your worth are reflected in the starting salary.
  c. Percentage increases are based on your starting salary. Start at $10,000 with a 10% annual increase and you will make $14,641 in five years. Start at $12,000 with a 10% increase annually and you will make $17,569 in five years.
  d. The amount and quality of fringe benefits may be tied to entry-level salary.
- A reasonable range for the position you seek should be determined. Fairness depends on the going rate, not your previous salary. In establishing the range, remember that different companies may have different ranges for similar work and that advertised ranges tend to be on the low side. You must know the minimum you need and are willing to accept within a given range.

Some of the inhibitors are:

- Lack of information. A lot of people do not know what their work is worth or what others earn for similar work.
- Dread of confrontation. It is difficult for most people to ask for more. Women particularly are reared to put the needs of others first. There is also the worry of seeming too aggressive, the fear of rejection, and the fear of possible damage to working relationships.
- Reluctance to discuss money. This reluctance may be evident on both sides of the negotiation. The motivation in business is to make a profit. It's easy to imagine the reluctance of most employers to discuss spending more or giving salary information. An employee may not want to give the impression that salary is her most important concern.
- Lack of initiative. Employees can feel or think they are overworked or underpaid, yet lack the initiative or motivation for action. Take the initiative unless you want to stay where you are. Remember, most employers will rarely offer more voluntarily.

INSTRUCTORS Distribute handouts on Preparation for Negotiation and Fringe Benefits. Allow time for quick review and comments.

3. Lecturette for on-the-job negotiations.

Suggested Comments:

There are two main areas of negotiation on the job: salary and/or title/promotion.

Increases in salary –

a. May come automatically by a cost-of-living increase, senority raise, etc. They may come at specified intervals of 3, 6, or 12 months after hiring, upon a performance review once you have proved your worth and established yourself.
b. May be more difficult when you have increased responsibility or are doing the work of a higher-paying job without recognition. Then you need to ask for more.

Title Change/Promotion –

a. May be a true promotion with increased salary – **great**!
b. May be a promotion in name only or given as a salve for the lack of a salary increase. It is not completely worthless if it can pave the way for future increases in salary, make you more attractive to the competition, or give you personal and financial satisfaction on the job.

Whether for a salary increase or title change/promotion, preparation for negotiation is similar and essential. Don't set yourself up to fail because of lack of knowledge or lack of preparation.

Research

a. Is your company flexible in these matters or does it operate more like the civil service?
b. Does your company or organization have an established compensation program?
c. What is your superior's attitude? Receptive? Familiar with your work? Beset with budgetary difficulties? Flexible? Is she on your side?
d. Will your request create conflict in the office?
e. Do you deserve it? Be objective, since you will have to initiate negotiations and defend your position against all objections.

Planning

a. Choose an optimum time for negotiation, such as after accomplishing quality work and being praised for it; before the budget for the next year is set; and when the company is doing well.
b. Go to the right person – the one with decision-making power to approve an increase or a change. If it is someone above your immediate supervisor, be sure that approval and support have been gained first from the immediate supervisor.

c. Be aware of your opponent's values and position. Who might be against you? What is her opinion of you? Her position in the company? Does she take you for granted? Does she know the value of your work?

d. What is the attitude of the boss and the company to raise requests? Who else may be asking for raises? What is the official salary range for your type of position?

e. What is at stake if your request is refused? If the negotiation does not turn out in your favor (work criticized, "if you don't like it, leave," a flat no, etc.), what action are you prepared to take? Are there alternatives or compromises that would be acceptable to both parties in the event of a negative response at the time?

> *"Our income, my husband's alone, wasn't sufficient to meet the mortgage company's standards, so I stepped in with confidence and offered to get a job. (I'm a young mother with two small children, ages 2 and 6.) I applied, with a terrific resume compiled during the re-entry course, full of self-confidence and determination to get that house. The timing was right. I received offers from both places I applied at and took the job that offered more salary. I negotiated this. The job entails more responsibility and offers a career potential that is appealing to me. I couldn't have taken this course at a better time, for I was prepared. By the way, we got the house! And I like my job, too!"*

PREPARATION FOR NEGOTIATION

A. The keys to successful negotiation: **documentation of merit, performance beyond originally contracted responsibility, and realistic information on the value of your work.**

B. Requests must be reasonable. Collect data through your research on the positions you are considering to insure accurate information.

C. Know what you want/need, but do not mention your figure until they have made an offer during pre-employment negotiation. *Moving Up* by Eli Djeddah (see bibliography) gives excellent suggestions on how to handle questions about your previous salary.

D. Preparation is a continuous process during your career. It does not end when you have landed the job. Be aware that women are generally hired at salaries 25-50% less than male applicants – negotiate for the salary due the position. You are being hired not as a female employee, but as an employee.

  1. Be aware of your job description and document any additional responsibilities you assume and extra duties you acquire. Know the value of your contribution to the organization.

  2. Have positive career goals to help structure your negotiations. You must know where you want to be in order to get there.

  3. Take credit for your accomplishments, constructive ideas, and contributions. Document your career growth with a portfolio or personal file of achievement.

E. Negotiate from a position of strength. Create that enviable position before you begin.

F. Pay attention to timing in pre-employment negotiation.

  1. Do not agree to specifics too soon.

  2. Keep the salary issue open in the early stages. If asked if X number of dollars is acceptable, you could indicate that it is within your range, but that you need more information about the job.

  3. If no salary information is volunteered, ask for it. It may be higher than you expected, particularly if your salary information is dated.

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4. Entry-level positions can be great, but don't get trapped into repeating the same level work you've done before (e.g., not everyone in a corporation starts out in the typing pool).

G. Once the offer has been made:

1. Compare offers on the basis of salary, responsibility, growth potential, interest, conditions, co-workers, etc. Which is closest to your ideal requirements?

2. You do not have to accept on the spot. If it enhances your position, let them know you are considering other offers, but don't rub it in. Employers are aware you are probably seeking employment in various places, but also want to know of your special interests in them.

3. Be sure the job description, title and responsibilities are clearly defined for both parties. Complete all negotiating before accepting.

4. If the offer is too low and you can afford to refuse the position, explain your minimum and why you feel the job is worth that much. You may convince them and be offered more. You can also negotiate for fringe benefits which can add considerably to the desirability of the job.

POINTS TO REMEMBER FOR NEGOTIATION

1. Have an action plan.
2. Role play for practice.
3. Set the stage for the meeting (whose territory? what environment? timing?).
4. Always write your requests – be simple and clear, brief if possible.
5. If at all possible, get the boss's position in writing. If not, send a memo stating her position as you understand it.
6. Never underestimate yourself – or your employer – for example, by playing a role (needy, sexpot, etc.). This doesn't guarantee anything when you're dealing with a business person. Do not appeal to sympathy for your needs. Focus on the positive skills and qualities you have to substantiate your request in a businesslike manner.
7. Be clear about the consequences of the employer not meeting your requests – will you quit, stop working overtime, what?
8. Conduct your negotiating in a professional manner. Speak softly, clearly, and firmly. Hysterics or hostility generally will not get your message across.

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DO NOT

Negotiate for someone else and don't let others negotiate for you.

Negotiate if you are not prepared to act. In other words, don't threaten to quit if you know you won't do it; they just may accept your resignation.

Negotiate if you are unwilling to do your homework in preparing and presenting your negotiation proposal.

ALTERNATIVES (depending on personal style)

1. Ask for more than you expect and compromise (versus being straightforward about your request).
2. Offer a range of alternatives which are acceptable to you.
3. Lay careful groundwork to prepare your boss for your request (versus cold confrontation).
4. Make a face-to-face request (versus a written request).
5. Consider making your request in an informal setting, such as at dinner or over drinks (instead of in a business setting).
6. Try an educational strategy. Lead the boss to a gradual understanding of your needs and accomplishments while maintaining a good working relationship with her. Keep her informed of your contributions without boasting or complaining. Make her feel your request, when it comes, is reasonable, merited, and justified.

FRINGE BENEFITS*

1. Find out about them. What are they? They may be negotiable.
2. What is the dollar value of the benefits offered?
3. Which benefits are tired to salary, senority, position, etc.?
4. A sample list includes.

    - Life Insurance
    - Disability Insurance
    - Sick Pay
    - Vacation/Holidays/Hours
    - Entertainment Expenses
    - Bonuses
    - Recreational Services
    - Parking
    - Retirement Plans
    - Stock Options
    - Profit Sharing
    - Credit Union
    - Major Medical/Dental
    - Hospitalization
    - Moving Expenses
    - Travel Allowance
    - Business Expenses
    - Educational Allowances
    - Day-Care Facilities
    - Merchandise Discounts
    - Incentive Percentages
    - Group Savings Plans
    - Company Car

Find out what other benefits you are eligible for and will be eligible for as you grow with the company. The above list is not all-inclusive.

Note: Executive salaries may account for only 40-50% of the total salary when fringe benefits are included.

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*Adapted from material compiled by Denyc Perez and Claudia Dixon, Employment Information Service, Women's Center of Dallas. Used with permission.

XVI. CLOSURE

INSTRUCTORS: The purpose of this section is to reinforce the learnings from the workshop, to facilitate integration of the experience by the participants, and to achieve closure.

Total time: 3½ hours

Suggested Activities	Approximate Time
A. Evaluation Instruments (mandatory)	20 minutes
B. Action Plan	30 minutes
C. EIAG	30 minutes
D. Strength Bombardment	30 minutes
E. Career Problem Solving	1 hour
F. Contracting	30 minutes

A. Evaluation Instruments

Time: 20 minutes
Materials: Evaluation instruments of your choosing

INSTRUCTORS

This is the time reserved for evaluation and closure – important elements of any experiential workshop. Evaluation helps achieve closure for the participants. It measures effectiveness and suggests improvements for instructors.

Distribute any workshop measurement instruments and workshop evaluation instruments desired at this time.

Be sure to allow sufficient time for participants to complete their evaluations and hand them in before leaving the workshop.

B. Action Plan

Time: 30 minutes
Materials: Action Plan from page 94

INSTRUCTORS

The Action Plan was distributed early in the workshop. Give advance warning to participants to be sure to have their Action Plans on hand if this is the option chosen for this time frame.

1. Ask participants to look over their individual Action Plans.

2. Discuss what areas they can complete at this point, which they cannot, and how they will be able to complete them. Discuss what strategies and short-term goals they will set for themselves. Remind them about how previous learnings apply to completing the Action Plan. This can be done openly in the group or the group can be broken into subgroups for this sharing.

C. EIAG (Experience, Identify, Analyze, Generalize)

Time: 30 minutes
Materials: Flip chart and marking pens or chalk and chalkboard

INSTRUCTORS This is basically a closing exercise to help participants review what they have learned and to identify where they can use the process again. This type of process is valuable not only for closing this workshop but also can be used in evaluating future learning experiences.

INSTRUCTORS Please record **all** comments on a flip chart or chalkboard so all participants can see them.

1. Briefly describe the exercise and the purpose for it.

2. Ask participants to remember what they **experienced** throughout the workshop. Verbal cues may be given by the instructor, possibly following the workshop schedule (e.g., "First you registered, then you . . ."). This is a good opportunity to reinforce the use of time management.

3. Ask participants to **identify** the experiences and record their answers.

4. Next, ask the participants to **analyze** what they learned. In other words, if a participant said one of the experiences was resume writing, she would analyze what things she learned: how to write a cover letter, whether a chronological or functional resume was best for her, etc.

5. The last step is to **generalize.** This is the actual learning process. "Other than in this workshop, **where else can you use the information you have experienced, identified and analyzed?**" Continuing with the above example, the participant might respond that this information would help her get a job now as well as later in life, help her to change careers, help her to develop some writing skills, etc.

D. Strength Bombardment

Time: 30 minutes
Materials: Pen and Paper

INSTRUCTORS This is a closing exercise to provide members of the group an opportunity to offer positive reinforcement ("stroke") to their co-members. It is very useful. The individual verbally admits to her own strenghts and is able to receive and recognize that others see added strengths in her.

1. Ask the group to form a circle. Using pen/pencil and paper each person is to write her name at the top of the page and beneath the name the words "I am . . ." She then lists three strengths that she has.

2. Group members then pass their lists to the right. As they receive another member's list, they add strengths or any positive qualities they perceive that person having. If there are comments already on the list with which they concur, they are to place a check mark next to that item.

3. Once everyone has her personal list back, each individual is to take turns in reading her total list out loud to the group. She must preface her comments by including the strengths in the "I am . . ." statement.

Note: This exercise can also be most effective if paper plates are used instead of simple paper sheets. Pin paper plates to the back of the attire of each participant with the bottom of the plate extending outward.

Group members are asked to roam around the room, writing their strengths and positive qualities on the paper plates as directed above.

Many participants display these paper plates or keep them as continuing positive feedback after the workshop experience.

(**Caution**: If inexpensive paper plates are used, pin two or three together to insure no damage occurs to personal clothing).

E. Career Problem Solving

Time: 1 hour

INSTRUCTORS

This is to be an open-ended discussion. Participants are asked to use the group to generate ideas for any particular problems they are having or anticipate having in seeking employment.

As much as possible, attempt to relate the discussion to the sections of the workshop that deal with their particular problems.

F. Contracting

Time: 30 minutes
Materials: The Contract (page 217)

Briefly review the workshop, with participants using the workshop schedule if necessary.

1. Engage the participants in a brief discussion on what they have learned or re-learned as a result of the workshop experience. You might ask them for the high/low points or the strengths/weaknesses of the training. It's important that this be done verbally so everyone hears.

INSTRUCTORS

2. Distribute The Contract handout.

3. Ask participants to read over the contract, then ask them to break into groups of two, choosing as a partner one of the people they a) would like to remain in close contact with; b) didn't feel they really got to know; or c) hadn't had an opportunity to work with. Or use some other means of pairing.

4. Have participants fill out the contract privately as it relates to their employment-seeking plan, then share contracts with each other for feedback.

Suggested Comments:

Now that you've learned about goal setting, this is the time to set goals concerning your employment search. One means of crystallizing this is by contracting with yourself and sharing that contract with another person. When you share the contract, there is a stronger sense of commitment since someone has been a witness to your decision. This action has a tendency to assure follow-through.

THE CONTRACT*

The most important thing you do in the program is to write this contract. It's personal. It's a deep commitment on your part that you're serious, well-intentioned and ready to change.

Complete the following form. Be as complete as possible. Commit your plan to paper. List all those whom you will enlist in your effort. Leave no one out, not even those you now don't like. Take your time but don't dawdle.

WHAT IS YOUR PRIMARY CHANGE EFFORT? Be specific. ______________________________

____

WHO WILL HELP YOU ACHIEVE IT? ______________________________________

____

WHAT STEPS ARE NECESSARY TO REACH THE GOAL (list in order)? ____________

____

____

____

WHAT CONDITIONS WILL EXIST SO YOU KNOW THE GOAL HAS BEEN REACHED?

____

____

WHEN WILL YOU START? FINISH? WHERE AND WHEN ARE THE AUDIT POINTS?

____

____

HOW MUCH WILL IT COST IN TIME, MONEY? ____________________________

____

____

DATE WITNESSED BY SIGNED

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* From Response & Associates, 5979 Greenridge Road, Castro Valley, California 94546. Reprinted by permission.

MODIFICATIONS WORKSHOPS

MODIFICATION 1
THE MINORITY CAREER SEEKER

It is assumed that any given workshop will have representation from the minority groups in the area. The particular modifications made here for minority women are not meant in any way to imply that separate workshops should be presented for different minority groups. However, it is a fact of life that most minority women have experienced different cultures, values and life styles than the general population. Since this type of career workshop places so much emphasis on the self-inventory package, there was the desire to develop activities which would more fully explore those cultural factors.

These special workshops have been designed specifically for those minority women who view their racial or ethnic backgrounds as having a major effect on their values, life styles and, of course, career opportunities. Some minority women also may prefer experiencing this workshop in a homogeneous group. For those minority women who do not share this emphasis on their cultural background, specialized activities may not be needed.

This section includes activities which can be substituted for or used in conjunction with those from the first sections of the Basic Model, which is the workshop for the Underemployed/Career Changer. The skill section and job-seeking techniques section have little need for additional adaptations.

THE MINORITY CAREER SEEKER WORKSHOP

EMPLOYMENT RESOURCE AND TRAINING SERVICE FOR THE BLACK CAREER SEEKER and THE LATINA CAREER SEEKER

PURPOSE

These workshop adaptations are designed specifically for Latinas and Black women seeking employment at a professional level. They are designed to assist the participant in developing the knowledge and expertise necessary to secure satisfactory employment as defined by the participant.

GOALS

To provide a learning model regarding effective employment seeking which the participant will be able to utilize now and in subsequent employment-seeking ventures.

To assist the participant in developing a realistic employment-seeking Action Plan.

RATIONALE

Development of these adaptations has been based on the assumption that Latina and Black career seekers need job preparation skills with special emphasis on the employment problems faced by minority women. Ample documentation exists regarding discriminatory hiring and promotion practices for minorities and women. Thus Latina and Black women are confronted with dual discrimination as prospective employees. In terms of defining her individual, personal and career values, the Latina or Black woman is faced with integrating a variety of cultural factors.

These adaptations are based on the premise that experiential activities are more effective for this type of workshop than lecture or didactic methods.

OBJECTIVES

I. Participants will complete a self-inventory of the personal aspects of employment seeking by:

- a. Assessment of current employment status and identification of areas in need of improvement.
- b. Identification of internal inhibitors to career goal attainment and resources to diminish these factors.
- c. Assessment of the impact of cultural factors on value development and identification of individual values as they relate to career goal setting. Affiliation and achievement needs will be examined and prioritized.
- d. Identification of negative external factors that may affect career choices (such as being perceived as a "token" or being "pushed into" jobs as representatives of specific cultural groups).
- e. Incorporation of work values, job satisfiers and other pertinent data into a job Action Plan.

II. Participants will complete an assessment of their marketable skills and project methods for upgrading or changing their careers by:

- a. Documentation of marketable skills; identification of their transferability and of job titles requiring these skills.
- b. Identification of need for additional eeucation/training and resources for additional skill building.

III. Participants will participate in skill-building sessions in job preparation techniques by:

- a. Identification of need for additional education/training and resources for additional skill building.
  office.
- b. Identification of job researching techniques.
- c. Identification of the components of an effective resume and cover letter; appropriate completion of application forms.
- d. Demonstration of quality interviewing skills by role play.
- e. Discussion of various aspects and components of effective negotiation.

ABSTRACT

The primary training mode will be experiential, using didactic materials to present general data. The design is structured to generate data from the trainees, demonstrating methods of incorporating this individual data into a job-seeking Action Plan. The workshop flow is from:

Personal awareness regarding career choices
to
Marketable skill identification
to
Job-seeking skill building

The premise is that realistic career decisions must be based on a thorough, realistic assessment of one's own abilities and level of commitment. Total workshop time will be twelve hours, including the completion of evaluation instruments.

GROUP SIZE Maximum of 15 participants; one instructor

MATERIALS

Evaluation Instruments
Handouts
Ashtrays/Drinks, etc.
Easel & Pads
Paper
Masking Tape
Participant Packets
Marking Pens
A/V Equipment, if desired

WORKSHOP SCHEDULE

I. Orientation

II. Goal Setting and Decision Making

III. Assessment of Current Employment Status

IV. Internal Inhibitors

V. Cultural Factors

VI. External Barriers

  A. Lecturette
  B. Racial Discrimination as a Barrier
  C. Tokenism

VII - XV See Basic Model, VIII-XVI

I. ORIENTATION

INSTRUCTORS All information included in the Basic Model (Underemployed/Career Changer) is appropriate for either minority group. It is suggested, however, that special comments be made concerning the reasons for an all-Black or an all-Latina workshop.

Suggested Comments:

As described to you when you signed up, this workshop has been designed specifically for the career-seeking Latina/Black woman. The emphasis is on career information, but we are aware that as a group of Latinas/Blacks there are some particular problems that can affect career choices. We plan to examine these problems and issues within the framework of career information.

Our purpose is not to encourage militancy or segregation, nor to lead you to believe that discrimination is a thing of the past. What we do hope to do is to realistically examine the effects of racial discrimination on employment seeking and assess the impact of cultural values on decisions.

II. DECISION MAKING AND GOAL SETTING

INSTRUCTORS Basically the same material as that in the Basic Model is adequate.

III. ASSESSMENT OF [illegible]URRENT EMPLOYMENT STATUS

INSTRUCTORS Material presented in the Basic Model will work well in a minority workshop, or it can be adapted somewhat to meet the needs of the group during group discussion. Instructors need to be aware of recurring problems for many minority women, such as lack of education, lack of advancement opportunities, limited incomes, and sexual harassment on the job.

IV. INTERNAL BARRIERS

INSTRUCTORS Again, those activities found in the Basic Model have proven satisfactory for use in a minority-oriented workshop. It may be useful to alert participants to the fact that many minority women are culturally and self-indoctrinated regarding certain personality characteristics. Care should be taken that participants are not merely buying into stereotypes about themselves.

V. CULTURAL FACTORS

INSTRUCTORS

This section, while similar to the Basic Model, should focus on cultural influences on the development of values. Achievement and affiliation needs are highly stereotyped within many minority communities. Ample time should be given to assisting participants in the values clarification activities. The exercises used as options in this section are not repeated here, but additional comments are included. This section uses: 1) a lecturette; and 2) four options (found in the Basic Model): Personal Requirements for Employment (page 143), Requirements for the Ideal Job (page 144), Work Values (pages 139-141) and the Achievement/ Affiliation Exercise (page 128)

Suggested Lecturette for the Latina Career Seeker

INSTRUCTORS

The purpose of this lecturette is to help the participant identify her individual values, to develop an awareness of herself as an individual, not just as a Latina, or as a woman, or as a minority woman.

Suggested Comments:

Many of us can be proud to be a composite of a variety of cultures: Indian, Spanish, Puerto Rican, Cuban, Mexican, etc. Each cultural heritage contributes distinct values and ideas. These are integrated into an "American" life style that results in a very individual way of life for each of us.

Many of us have the additional asset of being bilingual; the asset of being able to perceive the world through totally different sets of symbols, thereby making the world that much richer for us.

Throughout history Latinas have exhibited tremendous strengths in homemaking, as well as in areas other cultures reserve for men. For example, the stereotype of the Mexican woman who is traditionally a homemaker is broken when we think of that same woman fighting side by side with men during Mexico's revolutions.

We have strong values and traditions. These help us unite and keep us from being completely absorbed into the dominant culture. What are these values?

There are times when our strong cultural values conflict with our personal desires and needs concerning our careers. The terms "agringada," "engabachada," and "coconut" (brown on the outside but white on the inside) refer to our becoming white when we do things that do not fit traditional Hispanic values. Sometimes it is a struggle to keep our individual desires and needs, because there are so many claims on us . . . as women, mothers, friends, and as Hispanics.

This is an opportunity for you to examine what your job satisfiers are – what will make you happy in terms of employment – and what will keep you on a job once you've done the hard work of finding one.

Suggested Lecturette for the Black Career Seeker

Suggested Comments:

- Most of us are a blend of different cultures. We're not just Black. We're southern, high or low income, educated, etc. As such we incorporate a number of different value systems in the development of our own values and ideas.
- Black people as a whole have demonstrated superiority in surviving. We have overcome barriers that most other cultures have never even had to encounter. The values and traditions we have held to, despite concentrated efforts to change us, help unite us and keep us from being totally absorbed or merged into the dominant culture.
- What are these values? Do all of us value religion, family life, chitlings, greens, beans and Thunderbirds? We know by experience that we're not all alike, but how often do we keep certain stereotypes about ourselves?
- Many of us are old enough to remember the days before "civil rights" when we were told that Black people could only do certain things. How much of that old discrimination lingers?
- Many of us have been told not to associate with whites or compete with them. The terms "oreo" and "Uncle Tom" are not unfamiliar to those Blacks who have stepped outside the boundaries of the Black community. On a daily basis we are confronted by stereotypes of the non-Black community about how we're all alike, and by the Black community about how we're not enough alike.
- It's sometimes a struggle to hang on to individual desires and needs because there are so many claims on us: not only as wives, mothers, friends, and sisters but as Blacks, women, and Black women.
- This is an opportunity for you to look at what will make you happy in an employment situation – what your job satisfiers are as defined by you, no one else.

INSTRUCTORS

Initiate a group discussion, using any of the four options used on clarifying work and personal values.

Do you feel most Black/Latina women feel this way?
Where did you develop that value?
Why is it easy to get caught up in the game of conforming?
We say we value a particular thing because it's "cool" or seems to be what everyone else regards as valuable. Or the opposite happens when we deny the true feelings we have because they seem "white" or middle class.

". . . gave me energy. . ."

ASSUMPTIONS*

	Assumptions Which Block Authentic Relations	Assumptions Which Facilitate Authentic Relations
Assumptions Whites Make	• color is unimportant in interpersonal relations • Latinas will welcome inclusion in white society • all Latinas are bilingual • open recognition of cultural differences may embarrass Latinas • white society is superior to the Latina society • "Liberal" whites are free of racism • all Latinas (Mexican, Cuban, Puerto Rican, etc.) are alike and have the same values • Latinas are passionate and have violent tempers • Latinas have large families and all know each other	• people count as individuals • Latinas are human, with individual feelings, values and ideas • Latinas have heritages of which they are proud • interdependence between Latinas and whites is needed • Latinas are justifiably angry about the discrimination leveled at them • whites can't understand what it's like to be Latina • browness/whiteness is a real difference but not the basis on which to determine behavior • most Latinas can handle the authentic feelings whites have toward them
Assumptions Latinas Make	• all whites are alike • there is no camaraderie among whites • whites are always trying to use Latinas; they'll always pay the lowest wages in the poorest conditions • all whites are racists • whites do not try to appreciate any of the Latina culture • "Gringa's" got to deal on Latina terms or not at all the only way to gain attention is through confrontation • all whites let you down eventually • all whites consider the Spanish language to be cheap and not worth speaking	• openness is healthy • interdependence is needed between Latinas and whites • people count as individuals • whites are human beings and as such have hang-ups • some whites can help and are sincere • some whites appreciate the many facets of the Latina cultures • some whites even like to speak Spanish • negotiation and collaboration are possible strategies • some efforts are being made to maintain the bi-culturalism of Latinas while elevating the standards of living of Latina communities

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*Adapted from material compiled by Richland College, Dallas, Texas.

	Assumptions Which Block Authentic Relations	Assumptions Which Facilitate Authentic Relations
Assumptions Whites Make	• color is unimportant in interpersonal relations • Blacks will always welcome and appreciate inclusion in white society • open recognition of color may embarrass Blacks • Blacks are trying to use whites • Blacks can be stereotyped • white society is superior to Black society • "liberal" whites are free of racism • all Blacks are alike in their attitudes and behavior • Blacks are oversensitive Blacks must be controlled	• people count as individuals • Blacks are human – with individual feelings, aspirations, and attitudes • Blacks have a heritage of which they are proud • interdependence is needed between whites and blacks • Blacks are angry • whites cannot fully understand what it means to be Black • whiteness/blackness is a real difference but not the basis on which to determine behavior • most Blacks can handle whites' authentic behavior and feelings
Assumptions Blacks Make	• all whites are alike • there are no "soul brothers" among whites • honkies have all the power • whites are always trying to use Blacks • white are united in their attitude toward Blacks • all whites are racists • whites are not really trying to understand the situation of the Blacks • Whitey's got to deal on Black terms • silence is the sign of hostility • whites cannot and will not change except by force • the only way to gain attention is through confrontation • all whites are deceptive • all whites will let you down in the crunch	• openness is healthy • interdependence is needed between Blacks and whites • people count as individuals • negotiation and collaboration are possible strategies • whites are human beings and, whether they should or not, do have their own hang-ups • some whites can help and "do their own thing" • some whites have "soul"

VI. EXTERNAL BARRIERS

INSTRUCTORS

The lecturette in this section can be similar to the one in the Basic Model. The additional segments on discrimination and tokenism are specific to minority groups. They can also be adapted for groups other than Black and Latina.

A. Lecturette

This should be similar to the one in the Basic Model on external barriers, but it should be adapted for the specific group with which you are working.

B. Racial Discrimination as a Barrier

Time: Approximately 30 minutes
Materials: Handout on Assumptions (either Latina or Black) from page 225

1. Distribute the handout on Assumptions, allowing time for the group to review it.

2. Discuss with participants which assumptions they still hold true; which they feel employers still hold true for them as Blacks or Latinas. Encourage the participants to openly share methods they have used for overcoming these assumptions.

- Which of these do you feel are facts, not assumptions?
- What has led you to believe this?
- What events in your life have created these impressions?
- Do you see any reason to change?
- What would be different if you didn't hold some negative assumptions about non-Blacks and non-Latinas?
- Do you feel you have encountered employers who still hold on to these assumptions about Latinas and Blacks? If so, how have you handled the situation?
- Do you ever feel as though you as an individual are being called on to represent your entire racial group? If so, how do you feel about this?
- Are there times when you feel the assumptions that are supposed to facilitate good relations just won't work? Do you think you have to be on the defensive?

C. Tokenism

Time: 30 minutes

Lead the group in a discussion of tokenism.

Suggested Comments:

What is tokenism? When can it work for you and when can it work against you? Are Latinas/Blacks being "set up" when being hired as tokens? Do organizations hire unqualified minorities to prove their point that women – and minorities – will fail in certain positions?

Latinas and Blacks may be hired to fulfill a dual role that has nothing to do with the job description; that is, filling an affimative action requirement as a woman and as a minority. Often the Black/Latina finds herself competing against a minority male, not another peer employee.

Despite all drawbacks of institutional racism, you may get hired as a token representative of women or as the representative of a cultural group, but you will not **keep** your job or be promoted if you don't demonstrate your individual worth.

Comparison of one minority women with other minority women runs rampant. Have you heard about "the last Mexican girl we had" or "that other Black gal who had your job" – or who is in another department? How do you handle comparisons based on race rather than on individual accomplishment?

Many times we are pushed into jobs as representatives of our cultural group. Both minority and non-minority employers at times think this is doing us a favor. Have you found yourself accepting or wanting to accept a job because someone thought it would be good to have a Black/Latina in that position and felt you were the one? How did it feel? How did you deal with this?

Women have to do twice the work to be thought of as half as good as men. Minority women often have to do the work of several employees before being thought of as efficient. Where do you draw the line between demonstrating that you are competent by doing things over and above your job description – and being a fool for not demanding additional compensation for the extra work you do?

If you're bilingual you will probably be asked to function as the official (or unofficial) interpreter for your entire department or the whole organization. If your job situation is evaluated by the number of projects completed, interruptions for other company functions will detract from the level of work you do. Even if you do excellent work, you're interpreting abilities and contributions to the group may not be reflected when performance reviews are conducted.

VII THROUGH XV

INSTRUCTORS

These sections are included in the balance of the Basic Model and are applicable to all workshop participants. It is strongly suggested, however, that appropriate comments be included in the balance of the sections to assure the activities properly relate to the specific minority group being taught.

> *"The workshop answered most of the questions I've been wanting to know."*

MODIFICATION 2
THE JOB SEEKER

THE JOB SEEKER WORKSHOP

IMPORTANT

This particular workshop originally was developed for the job-seeking Black woman. It was presented in an institutional setting to a group of twenty-five CETA employees receiving job training. Further development has adapted it to the lower income woman, regardless of ethnic origin. It is suggested that a review of the rationale and an examination of the limitations of this workshop be made. If working with lower income minority women, some adaptations, including minority-oriented activities, should be included. It is also suggested that, due to the participants' immediate needs for employment, this workshop be tailored to a shorter, more concentrated time frame. It is not designed to deal with the hard-core or chronically unemployed.

PURPOSE

This workshop is specifically designed for the woman with immediate employment needs and low concern for long-term career goals. It is designed to assist the participant in developing the knowledge and skills necessary to secure satisfactory employment as defined by the participant.

GOALS

To provide a learning model which the participant will be able to utilize now and in subsequent job-seeking activities.

To assist the participant in developing a realistic job-seeking Action Plan.

RATIONALE

Development of this workshop has been based on the assumption that the job seeker needs job preparation skills with a special emphasis on the problems faced by the lower educational level, lower income woman. Ample documentation exists regarding discriminatory hiring and promotion practices for women and minorities, particularly for those women from disadvantaged backgrounds. The move from a poverty environment requires additional motivation, skills and understanding than are generally provided to the lower income woman. In terms of defining her own value system, the lower income woman is confronted with integrating a variety of cultural factors and the additional task of dispelling many myths about her role as a worker. It must be stated, however, that pre-employment training such as this cannot be a substitute for actual job skill training. The ranks of the hard-core unemployed have needs in a variety of areas: budgeting, sustenance needs, remedial education, skill development, and counseling, none of which this type of training provides. This workshop is also based on the premise that the laboratory method of learning (experiential) is more effective than the didactic method for this type of training.

OBJECTIVES

I. Participants will complete a self-inventory of the personal factors in job seeking by:

    a. Identification of needs, responsibilities and work values.
    b. Identification of external barriers which affect their job seeking, with some methods to overcome them.
    c. Assessment of internal barriers that restrict effective job seeking and identification of coping mechanisms.
    d. Exposure to goal-setting and decision-making models, with demonstration of how to implement these in current life situations.

II. Participants will complete an assessment of their marketable skills and identify resources through which to upgrade skill levels.

III. Participants will participate in skill-building sessions concerning job preparation skills by:

    a. Identification of those world-of-work aspects essential to procuring and keeping a job.
    b. Identification of realistic researching techniques.
    c. Identification of appropriate methods of resume writing and completion of application forms.
    d. Demonstration of quality interviewing skills by role playing.
    e. Identification and discussion of the role of motivation in successful job seeking and job keeping.

ABSTRACT

The primary training mode will be experiential, using didactic materials to present general data. The design is structured to generate data from the participants, demonstrating methods of incorporating this individual data into a job-seeking Action Plan. The workshop flow is from:

Personal awareness regarding job choice
to
Marketable skill identification
to
Job-seeking skill building

The premise is that realistic career decisions must be based on a thorough, realistic assessment of one's own abilities and level of commitment. A minimum of 12 hours is suggested for this workshop.

GROUP SIZE

Maximum of 25 participants; one instructor

MATERIALS

Evaluation Instruments
Participant Packet
Ashtrays/Drinks, etc.
Easel & Pads
Handouts
Tape
Marking Pens
Paper

WORKSHOP SCHEDULE

I.	Orientation	9:30 - 10:00	Friday
II.	Needs, Responsibilities and Work Values	10:00 - 10:45	or
III.	External Barriers	10:45 - 11:30	Saturday
IV.	Internal Barriers	9:30 - 10:30	Monday
V.	Decision Making and Goal Setting	10:30 - 11:30	
VI.	Skill Identification	9:30 - 10:30	Tuesday
VII.	World of Work	10:30 - 11:30	
VIII.	Researching	9:30 - 10:30	
XI.	Application Forms and Resumes	10:30 - 11:30	Wednesday
X.	Interviewing	9:30 - 11:30	Thursday
XI.	Motivation and Closure	10:30 - 11:30	Friday

I. ORIENTATION

INSTRUCTORS

This section can be similar to the orientation section in the Basic Model. It may be useful to highlight particular areas relevant to this population group. Include in opening comments:

- Coming to this workshop will not guarantee you a job. You have to do the hard work of finding the job yourself, but this workshop can be of help to you in the effort.
- We all have to fight certain attitudes and feelings people think about us which aren't true – in order to get where we want to be.
- Even though we have all experienced some of the worst parts of life, it doesn't have to be that way forever. But it won't change much if you don't change much.

II. NEEDS, RESPONSIBILITIES AND WORK VALUES

INSTRUCTORS

The purpose of this section is to focus on the reasons for succeeding at this particular workshop. This section's exercises should be continually related to "that's why you need to find a good job!" It is a more practical orientation than the Basic Model, focusing on the immediate needs of the job seeker.

A. Lecturette

Time: Approximately 5 minutes

- A woman looking for a job must have strong convictions about why she wants a job – that will be the incentive, the push, that will see her through trying times.
- There may be a lot of negative things about "job seeking and keeping" that can get you down, such as:
  - a. – having to start at a low-paying job.
  - b. – having to take orders from someone young enough to be your kid.
  - c. – not having time to do the shopping, the cleaning, the playing, or the resting.
  - d. – working with some people that you basically may not like.
- But the old saying of "money doesn't grow on trees" and "money makes the world go round" are all too real. Without a job, without some source of adequate income, how can you take care of:
  - a. good home for yourself and your family.
  - b. clothes, food, toys, dental and medical needs – even recreation for yourself and those you care for.
  - c. the self-respect and independence you gain by "paying your own way" and not having to rely on others.
- So, despite the pro's and con's, the facts are that some sort of income is necessary, and you have the freedom to do what you want only with the income you earn by working.

- However, working provides much more than income. Sure, there are headaches, but there's also:
  a. the feeling and knowledge that you have a special skill or talent to offer.
  b. the opportunity to get out of the house and experience new ideas, new people, new situations.
- If you're going to work, just remember that you'll only keep a job if your convictions, your reasons, are strong – if you're working for something. If you're just taking a job to keep busy, because others tell you to, or because of the status of the job, you won't stick with it. A woman needs to work for something, not just to avoid something else.
- First you must discover for yourselves why you want or need to go to work, and then you need to look at what will keep you on the job. A job takes up about a third of your day – it should be as pleasant and enjoyable as possible. That's 8 hours that can be productive, or the time can be terrible for you. Really look at what's going to make you happy with your work. The following exercises will help you identify what it is about the job that will keep you happy.

B. Personal Requirements for Employment

Time: 15 minutes

INSTRUCTORS This exercise, with suggested comments, can be found in the Basic Model, Section VIII, page 143

C. The Working Woman's Guide to Employment Myths

Time: 5 minutes

INSTRUCTORS This handout can be found on page 131 of the Basic Model, Section VIII on External Barriers. It is suggested that a few minutes be spent reviewing this, then open for group discussion. Suggested questions to generate discussion may include:

- How many of these myths do you still believe about yourself? about other women? Where do you think you learned these? Do you think they will be blocks to your getting a job?
- Do you think potential employers have these ideas about you? What can you do to let them know you really do need or want to work?

III. EXTERNAL BARRIERS

INSTRUCTORS Either use the same section (VII) from the Basic Model or use the one for minority clientele in the minority workshop modification. External and internal barriers have been reversed for this particular workshop.

Experience with this population group indicated that they placed a majority of their emphases on those external factors keeping them from effective job hunting. Therefore, it worked well to deal with the external barriers first, then to move on to look at other factors which inhibited employment.

IV. INTERNAL BARRIERS

INSTRUCTORS

After dealing with the external barriers, it is suggested that you move the group into those things within the individual that prevent her from getting and keeping the types of jobs she wants or needs. This section from the Basic Model has adaptable exercises. An additional one is optional.

Optional Exercise

What Am I Like?
Time: 30 minutes
Material: What Am I Like? handout, page 238

1. Please describe to participants the need for self-awareness for successful employment.

2. Ask participants to rate themselves on the sheet. There are four points. For example:

on time	●	●	●	●	late
	1st	2nd	3rd	4th	

If someone checks the first mark, she's indicating she's almost always on time; the second mark, usually on time; the third mark, usually late; the fourth mark, almost always late.

This is for their information, so please request the participants to be honest about their answers.

3. After completion, ask for volunteers to describe which areas they consider positive for themselves and which they consider negative for themselves.

Which qualities would a potential employer look for? Are there areas which the participant would like to change? What steps would need to be taken for her to accomplish the change?

V. DECISION MAKING AND GOAL SETTING

INSTRUCTORS

Use either the Action Plan format (page 94) or the Six-Step Problem-Solving Method (page 101) from the Basic Model. Be aware that traditionally the lower income/lower educational level employee is viewed as having little goal-setting or decision-making ability. It will be difficult to dispel any long-term habits regarding decision making in this brief workshop; however, a major accomplishment will be to demystify goal setting (if indeed your group is having difficulty in setting goals). By emphasizing that supposedly minor things such as grocery shopping, arranging transportation, and babysitting require effective goal setting and decision making, an instructor can begin to assist the participant in changing her perspective on the benefits that can be gained from good planning.

VI. SKILL IDENTIFICATION

INSTRUCTORS

As noted earlier, this is a critical segment in any employment training program. The exercises used for the skill sections in the Basic Model (Sections IX and X) are applicable for the job seeker. It is strongly recommended that instructors have a knowledge of the types of skills this particular group has, so that demonstration of skill identification will be relevant to their life experiences.

An additional exercise option is:

Optional Exercise

My Skills
Time: 30 minutes
Materials: My Skills handout (page 239)

1. Lecturette: Refer to earlier exercises for comments. One of the most important points to make is that **all** people have some skills.

2. Distribute the handout. Depending on the group, it may be helpful to work through the exercise with them, giving examples of where and how these skills have been used:

(Example E from exercise)

E. Using Leadership
1. directing others
   - have you helped your children or others learn to do something new?
   - do people ask you for suggestions on how to do things (sewing, cooking, filing, etc.)?

Have participants mark the sheet according to whether or not they have done a particular item; when (how recently); what (in what kind of situation – work, home, volunteer, etc.); and whether they enjoyed doing it.

3. Engage participants in a summary discussion.

INSTRUCTORS Under this section on skills, include additional resources for the job seeker about education, such as the Comprehensive Employment and Training Act (CETA) skill-training programs, Adult Basic Education programs, English as a Second Language, General Educational Development (GED) instruction, and apprenticeship information. Due to the geographical nature of the information, this handout is not included. Contact similar programs in your area, including federal and state agencies, state rehabilitation commissions, community colleges, school districts, and trade/apprenticeship programs for the development of your own resource list.

VII. WORLD OF WORK

INSTRUCTORS This section is specific to this workshop. It attempts to acquaint the participant with the employer's perspective on hiring and keeping good employees.

A. Job Descriptions

INSTRUCTORS Again, due to geographical constraints, the handouts for this exercise are not included. The purpose of this section is to acquaint participants with the type of basic qualifications needed for particular jobs. Contact a variety of local employers and request copies of job descriptions. Erase the names of companies and individuals. Present anonymous information. Employers have been very cooperative and provided not only job descriptions but pamphlets used to orient new employees to their new jobs. Obtain a variety of these, allowing participants to review and discuss them. Emphasis should be placed on the role of the employer in hiring employees: what employers look for, what basic requirements they are likely to have, what policies they must follow, etc.

B. The Worker's Personal Traits

Time: 45 minutes
Materials: Efficiency on the Job (page 241)
Some Additional Hints for Being a Good Employee (page 245)
Some of the Reasons Employees Are Fired (page 246)
Flip chart and marking pen

1. Lecturette: The purpose of this lecturette is to provide an overview for participants of positive work habits and traits. Emphasis should be placed on the fact that these are standard requirements for all employees regardless of the type of position or the company or organization.

Suggested Comments:

Most of the applicants for a particular job will have at least the basic requirements as outlined in the job description. Other selling points are those qualities not outlined in the job description. There are few, if any, jobs in which ability alone is sufficient. Needed also are loyalty, sincerity, enthusiasm, and cooperation. Employees are dismissed not just because of lack of basic skills but also due to poor personal qualities. Let's examine some of the things that affect getting and keeping a job.

INSTRUCTORS

It may be helpful to have these general categories on a flip chart in the sight of all participants as an accompaniment to the lecturette. It is also suggested that participants take notes on this material to enforce the learning.

Sources: If you feel you need additional resources for the development of this section, local libraries and commercial bookstores can provide a wide range. Particularly good sources for this material are the publishing companies who specialize in handbooks and training materials for educational institutions offering courses in business education, and for secretarial/clerical training schools.

"I feel I will gain more benefits for years to come."

WHAT AM I LIKE?*

(place an X where you are)

I:

am on time	late
am dependable	irresponsible
am healthy	unhealthy
am easy to get along with	disagreeable
am neat, organized	messy
follow orders	won't take orders
enjoy humor	am serious
take criticism easily	can't accept criticism
am hard working	lax on job
see a job through	leave jobs undone
express my thoughts easily	am tongue-tied
remain calm in an emergency	panic
enjoy meeting people	prefer to be alone
am honest	dishonest
make decisions easily	am indecisive
can motivate others	can't get attention
am enthusiastic	not excited about things
like responsibility	am not seeking responsibility
can supervise others	prefer working alone
want to move up	want to stay in the same position
am competitive	not competitive
am independent	have things done for me
create new ideas	use old ideas

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*Adapted by Patti Bond from the Women's Center of Dallas, Employment Information Service.

MY SKILLS*

Things I Can and Have Done (Some Examples)	Yes/No	When	What	Enjoyed
A. USING MY HANDS				
1. assembling (toys, kits, in factory)				
2. soldering				
3. packing				
4. constructing, building				
5. operating tools				
6. operating machines (sewing, production)				
7. operating equipment (cars)				
8. repairing or fixing (furniture, car)				
9. installing				
10. good hand coordination				
11. fast with hands				
B. USING MY BODY AND SENSES				
1. observing, inspecting, (proofreading)				
2. lifting, moving				
3. doing detail or precision work				
4. sharp eye detail				
C. USING NUMBERS				
1. taking inventory (in pantry, shop)				
2. counting				
3. calculating, computing (checkbook)				
4. keeping financial records (budget)				
5. keeping a ledger				
6. developing a budget				
7. memory for numbers				
8. fast calculation of numbers by hand				
9. using adding machines, calculator				

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*Adapted by Patti Bond from the Women's Center of Dallas, Employment Information Service.

Things I Can and Have Done	Yes/No	When	What	Enjoyed
D. USING DETAIL				
1. following detailed instructions				
2. getting things done on time				
3. doing repetitive work				
4. organizing work well				
5. classifying, filing				
6. typing, using business machines				
7. copying, taking shorthand				
8. proofreading				
9. handling many activities with organization				
E. USING LEADERSHIP				
1. directing others				
2. beginning new projects				
3. taking on responsibility				
4. presenting own ideas to a group				
5. selling, promoting, persuading				
6. motivating others				
7. coordinating an activity				
8. organizing others over a community concern				
9. managing (office, home)				
F. USING WORDS				
1. expressing ideas easily				
2. speaking to groups				
3. teaching, motivating				
4. writing (stories, reports, letters)				
5. memory for words				
6. interpreting, translating				
7. persuading, selling				
G. USING IDEAS				
1. developing new ideas to deal with problems				
2. inventing				
3. judging, estimating				
4. planning (trip, program)				

EFFICIENCY ON THE JOB

Personal Appearance	Relationship with Others	Efficiency on the Job
Dress	Cooperativeness and tact	Initiative
Make-up and hair style	Social attitude	Mental alertness and memory
Neatness and cleanliness	Courtesy and manners	Punctuality
Health	Common sense	Organization
Poise	Trustworthiness	Dependability
Posture and walking	Loyalty	Production ability
Voice and speech		

POINTS TO REMEMBER

Personal Appearance

Dress – First impressions are important and are made before you even get a chance to speak. Appropriate personal dress includes the proper selection and care of clothes. Be sure to select clothes that are right for you and for the type of work you will be doing. Consider color combinations, style, fit and jewelry. You will present a total picture, so don't forget appropriateness of shoes, purse and other accessories. Shoes are a very important part of dress.

Make-up and Hair Style – Your individual preferences will help you decide what type of hair style and make-up to use. However, remember that for many employers, long, unkempt hair is a sign of sloppiness. The most important thing to remember is that you are going to work, not a party or other social affair. Generally, hair styles and make-up for work are less "showy" than for evening.

Neatness and Cleanliness – Unless your job requires that you work daily with dirt, oils and greases, it is very important that you keep your hair and body clean and neat throughout the day in an office. A pleasant smile is a tremendous asset, so don't forget proper care of your teeth. Carrying a small supply of cosmetics or "freshen up" items will help you stay fresh looking through the most hurried day. Excess perfume can be as annoying as bad body odor. Use deodorant and, if you choose, a moderate amount of perfume.

Health – Your success as an employee depends a great deal on your health. Eat the proper foods, get plenty of exercise and adequate sleep, and learn to incorporate recreation into your life as a worker. Good health is not only important in terms of keeping a job, but you owe it to yourself.

Poise – Poise is a combination of self-confidence, self-control and the ability to adapt to all different sorts of situations. You are poised when you act naturally, without showing any annoying or nervous habits; when you are careful not to lose your temper, even under difficult situations; and when you can accept new people and new situations easily.

Posture and Walking – Good posture is a very important element in the total picture of "you." To achieve good posture, remember to sit straight, your shoulders even. Try walking without shifting from side to side. Keep your head up and be sure to pick up your feet; don't shuffle. Proper posture takes practice – look at yourself in a full-length mirror and think how you could improve your posture. Proper posture gives the impression of self-confidence, so it is very important in job seeking.

Voice and Speech – In any situation, you should be very aware of your voice – unnecessary loudness is offensive; speaking in a whisper is annoying. Be aware of the pitch of your voice (does your voice sound squeaky?). Not everyone is expected to speak like an English professor, but be sure that when you use "big" words you really know what they mean and are using them correctly. Try not to overwork slang expressions.

Relationship with Others

Cooperativeness and Tact – Real friendliness and cooperation in a working atmosphere can make the difference between enjoying your job and dreading to go there every day. Try to be helpful giving criticisms, and be courteous. If you are in a position to give orders to others, don't be bossy, even if you are the boss, or you may not get the cooperation you need to get the job done. **Always** be friendly and courteous on the phone. Losing a customer for your employer may mean he or she is willing to lose you as an employee.

Social Attitude – In any working situation it could be very easy to gossip, argue and lose your sense of humor. Your ability to overcome these petty things will impress your employer and help you handle things with fewer problems.

Courtesy and Manners – Most people do not expect you to know all the golden rules of etiquette. However, a friendly "good morning" and other pleasant exchanges are the most important signs of manners you can show in a working atmosphere. "Please," "thank you" and courteous requests are more likely to give you results than demands.

Trustworthiness – An employer is really interested in getting work done. Since employers cannot do all the work, they expect their employees to do it for them. That's what employees get paid for. It is **not** OK to do personal work during office hours (no manicuring, personal letters, reading books, etc.). No employee has the right to use business stationery, stamps or other office equipment for personal use. Remember, your boss doesn't go to your house and use your personal items for business purposes. Limit your personal calls to a bare minimum (some offices don't allow any) and never charge long distance calls to your business phone.

Loyalty – You should at all times be loyal to your employer by not doing or saying things that will get you, other employees, your employer, or your office in an embarrassing situation. If you don't respect your company enough to help maintain its reputation, then it would be wise to move on to another company where you can respect the company and yourself for working for them. To maintain a good relationship with your supervisor, be loyal to her – if problems arise, go to your supervisor first, not to the next boss.

Efficiency on the Job

Initiative – As you grow more and more accustomed to your job, you will be able to figure out what needs to be done without having to be told what to do. Most employees and supervisors appreciate an employee who does what needs to be done, not just what she was told to do. It may be in your best interest to check with your supervisor somewhere between your first and third months of work and ask how you're doing and how you could do things better. Employers appreciate initiative, but remember, you're there to do a specific job, not to take the initiative to reorganize the company.

Mental Alertness and Memory – Employers judge employees by their ability to take and follow orders and directions. There may be times when you are given special instructions – don't just trust your memory. If necessary, make notes about what you need to do. If you have any questions about what you think needs to be done or if you didn't quite understand the directions, ask **before** you make a mistake. Approach your supervisor when time permits and be sure your questions are clear. Learn to do first things first – if you're not sure what has to be done in what order, ask your supervisor and take notes on the procedure.

Punctuality – Company hours are usually established according to what will work best for the employer, employee, and company customers. In other words, company hours are set for a reason. The smooth running of any business is largely dependent on strict observance of office hours. You should never be out of the office during regular business hours without approval from your employer. Your employer will be depending on you to be there when you're supposed to be there.

Dependability – Your employer has every right to expect you to be at work during the hours he or she hired you for. That is what you're getting paid for: to do your work during the hours you and your boss have agreed on. If for any reason you have to be away from work, let your employer know. Don't wait until the day after or late in the afternoon. Call your employer as soon as possible if you have to be away from work. It is not necessary to be dishonest or tell partial truths; employers are aware that people get sick, have accidents and have family problems. However, if an employer is aware that you are not being straightforward, it will be very easy to assume that you are not dependable in other work areas, either. Be honest.

Production Ability – In any work situation you will be expected to turn out a certain amount of work, materials or products. There are two things important to production: how much and how well. You may do a job quickly, but if you don't do it well you are not doing good work. Try to figure out ways of handling your workload more efficiently. If necessary, ask your boss or a fellow employee for suggestions on how to improve your work. This is not a sign of weakness; actually, it shows others that you are interested in your job and in doing it well.

SOME ADDITIONAL HINTS FOR BEING A GOOD EMPLOYEE

Working Habits

Try to make correct practices a habit. Here are some of the habits that all employers value in their employees.

the habit of being punctual
the habit of doing first things first
the habit of meeting deadlines
the habit of cooperating
the habit of knowing when to ask questions
the habit of knowing when to do things on your own and when not to
the habit of being consistent and organized
the habit of being suitably groomed every day
the habit of being clean
the habit of loyalty and dependability

New Work

When starting a new job, be prepared for the hardest and heaviest work at first. The first few days or weeks are the time you will be using to familiarize yourself with what you're supposed to do, by when, with whom, and how. Especially if the job you take has been vacant for a while, you will probably have a lot of extra work to do just to catch up. As a beginner, ask necessary questions; don't be afraid to ask for suggestions and directions. Try not to ask the same questions over and over. If necessary, make notes on what you're supposed to be doing. Also, if knowing the names of certain people in the company is necessary, you may want to make notes on the names and who and what they do so you will be more prepared when you are actually working with them.

If it's important for you to know about the company, try to get a few minutes to read over company material, pamphlets, etc. Always ask for permission to do this first. Often people think they are doing you a favor by warning you about certain people or tasks. This is gossip. Try to avoid it. Make your own decisions about people in your company; don't just take someone else's word. No matter how hard work may be at first, remember that you got the job over a number of applicants. You were hired because you were judged as the best person for the job.

SOME OF THE REASONS EMPLOYEES ARE FIRED

1. TIME

    a. absence from work on the slightest excuse.
    b. scheduling personal business/medical appointments during working hours without prior okay from supervisor.
    c. being habitually late to work, leaving early, and taking extra time during coffee breaks and at lunch hours.
    d. taking sick days without actually being sick, just to use the time.
    e. wasting time; laziness.
    f. talking and laughing too much and too loud.
    g. making unnecessary conversation and keeping other people from working.
    h. lack of both quantity and quality of work.
    i. not doing the work required during the time allotted.

2. BAD ATTITUDES

    a. carelessness – not caring about either the job or the company.
    b. sloppy work habits.
    c. unwillingness to cooperate with other people and other departments.
    d. disclosing company matters and business that may be confidential (such as salary information); disloyalty.
    e. refusing to take orders, follow directions, or do jobs requested.
    f. bad manners.
    g. showing disrespect for authority.
    h. unwillingness to take on responsibility or learn new tasks.
    i. inappropriate display of temper; surly attitude.
    j. critical manner both in speaking and acting; critical of everything – tasks, people, policies, company, etc.
    k. pulling rank; going over supervisor's head to a higher-up.
    l. playing politics to manipulate others.

3. DISHONESTY

    a. lying about reasons for being off work.
    b. using company products and materials for personal use.
    c. taking company property for personal gain.
    d. lying about facts of work record.
    e. obviously low moral standards.

4. MISUSE OF THE TELEPHONE

- a. making long personal telephone calls.
- b. placing unauthorized long distance phone calls on company lines.
- c. refusing to take telephone messages or not taking them correctly; being completely discourteous on the phone and giving the company a bad public image.

5. POOR PERSONAL APPEARANCE AND GROOMING

- a. unwillingness to accept company codes of dress
- b. uncleanliness (body odor, dirty hair, clothes, etc.)

It helps to keep in mind, however, that almost everyone has been fired at least once. This is usually a good opportunity to examine what you as an individual contributed to the situation, to discover ways of correcting whatever occurred, and to use an unhappy circumstance to improve and grow so that it is less likely to happen again.

While you may have contributed to the cause of your being terminated the first time, it's a negative that can become a positive. If you are fired from several jobs, however, then it's time to try to get some professional help.

Some external factors contributing to employee terminations that are beyond the individual employee's control are as follows:

- a. company business fails for financial reasons, mismanagement, etc.
- b. economic conditions affecting the industry, the country or the product/service require a cutback/layoff of a certain number of employees.
- c. one company is bought out by another company, and the merger causes layoffs.
- d. officers and divisions are re-aligned for more efficient management.
- e. company moves from one city or state to another, leaving employees behind.

VIII. RESEARCHING

Time: 1 hour
Materials: See Basic Model, Section XII

INSTRUCTORS The material for this section is the same as in the Basic Model, Section XII, with some minor exceptions. Adjustments in language and presentation style may be required, depending on the group you're working with. The fundamental process, however, is essentially the same for any group.

If the decision is made to work from segments of the minority workshop, you may want to eliminate references to minorities and adjust the comments to fit the low-income or other group with whom you are working.

In this instance, you may also choose to discuss "Finding the Action and the Contacts" (see page 171) with the group prior to distributing the handout.

A. Lecturette

Suggested Comments:

Before you can find a job, you first have to know where to look for one. How do you begin?

The best place to start is with those people you know: relatives, friends and neighbors. Each of these people is a contact. Ask them for the names of people they know who are either working at or who may know other people in organizations where you think you would like to work.

Use these people contacts to: 1) get information; 2) locate organizations; 3) find out areas of work that are in demand; and 4) find out what kind of atmosphere the work is being done in and so forth. Some of the information will be helpful; some won't. Some of the people you are referred to will be helpful; some won't. It is important to establish a good relationship with your contacts so you will be welcome to return. They may not be able to help you today, but they may meet someone who could use your talents or they may need your help in the future.

When you decide to do this kind of self-directed job search, you can quickly end up with more contacts than you know what to do with – and you won't be able to remember who was where or who said what. It helps to keep a record of the people you talk to, a summary of your telephone conversations, copies of letters sent, etc. This record gives you information you can use to jog your memory when you need to. It also keeps the information in an organized manner so what is needed can be found quickly. A simple way to do this is to record the information on sheets and file them in a loose-leaf binder or to keep the information in a card file. It can be set up alphabetically by name or by organization, whatever you choose. A sample format that can be used to give you an idea of how you could set up record keeping is shown on this handout.

INSTRUCTORS Distribute Sample Contact Forms handout (page 170)

A particularly helpful contact can become important to your future job growth. In other words, that individual you liked and admired who had the kind of job you'd like to have someday, or who was the kind of person you'd like to be "when you grow up," is a role model. This is someone you would like to pattern yourself after. Another form of this is a mentor, who is someone that takes you under her wing and helps you get the experience you need or learn the things you need to know to get promoted, etc. In the male working world this system has been used for years, and it's generally known as the "old boys' network." What we're after is a "new women's network."

When you find a role model or a mentor, learn as much as you can from her. After you get pretty well acquainted, ask how she got where she is, what she likes about her job and what she dislikes about it. Ask who else does that kind of work and where, who's doing that kind of work but doing it better or differently than the current organization, etc. This not only increases your knowledge about your work field and the organization, but it helps you decide whether or not you want to continue in that job and what to look for if you change. It can also provide you with the names of other people to talk to so you can get more than one opinion.

One of the best ways to get information about jobs and possible career choices is through the Information Interview.

The Information Interview is an interview used to get information about what a particular job is like. In such an interview you are not asking for a job. You are only trying to find out what a certain job is like, what it pays, what skills are required, and any other information about the job you need to help you decide whether or not you want to try to get a similar job.

INSTRUCTORS Distribute handouts for this section (see the Basic Model, Section XIV) on pages 192, 197, 201, and 202)

When you are trying to find out about any job, remember that the rate of pay or the wages differ from job to job and from company to company. One company may pay an assembler a certain salary, while another company may pay less or more for the same job. Just because you're offered a job making less than someone you know, don't be disappointed. Pay depends not only on the work you are doing but also on how long someone has been with the company and whether or not it is a union job.

INSTRUCTORS If necessary, briefly describe how a union operates in terms of open and closed shops, standardized pay scales, job bidding, etc.

Another thing to remember is that more than likely you will not be getting a paycheck that is the exact amount you contracted for. For example, if you are to receive $3.00 an hour, or $120.00 a week, income taxes, social security payments, and possibly other items will be deducted from the gross. Depending on how many deductions you take, the actual paycheck will be less than the total amount agreed upon.

INSTRUCTORS

If necessary, explain the above more fully. The point is that participants should not feel cheated because their actual paycheck is less than the stated salary. They need to understand and be prepared for this. You may want to give several examples, using IRS tables, etc., and figuring them on flip-chart paper.

There can be salary differences for those people working on a hourly basis, since they receive only as much as they work for. Working less than 40 hours a week or working overtime will determine the outcome of the individual check. (You may also want to give some other examples from various industries, such as waitresses and waiters being charged for breakage, etc.)

Be sure to describe to participants the realities of matching job worth to dollar worth. Adequate researching of jobs and pay scales for a specific area will assist them in identifying what they are really worth on the job market so they won't set themselves up for failure or disappointment. Jobs that pay $20,000 a year require certain skills, experience, education, etc., which they may not have at this time. They should not overestimate their value or expect jobs with salaries beyond the going rates, but they can certainly aspire to higher paying and better jobs in the future.

IX. APPLICATION FORMS AND RESUMES

Time: 1 hour

Materials: Various application forms
Sample Covering Letters (pages 186-187)
Resume Writing Suggestions (page 182)

INSTRUCTORS

Tailor the material from the Basic Model, Section XIII, to fit the examples you have gathered and the participant group being served.

It is recognized that in a majority of instances resumes may not be required for low- or entry-level positions. To increase knowledge and skills for future opportunities, it is important for this information to be included for this workshop group.

X. INTERVIEWING

Time: 2 hours
Materials: See Basic Model, Section XIV (handouts on pages 192, 197, 201, 202 and 253)

INSTRUCTORS Again, the material for this section is essentially the same as that in the Basic Model. Minor adjustments may be needed, depending on the group being served, and an alternate model for role play is included.

A. Role Play

Using different volunteers, practice and criticize a number of role plays with the group to demonstrate effective interviewing skills. Keep in mind the evaluation of:

Dress
Posture
Eye contact
Body language
Voice level
Clear answers (answers that make sense and are spoken clearly)
Expression of positive answers rather than negative remarks
Appropriate questions
Full answers

You may choose to do a few role-play situations, with two individuals demonstrating interviewing techniques to the entire group. Then allow pairs to match up with an observer so that each person gets a chance to role play a situation and receive constructive feedback.

Role-Play Examples:

a. Employer – looking for someone who has all the necessary skills but who will also get along with the group
Employee – looking for a job that will provide fringe benefits

b. Employer – is obviously in a hurry, asks questions rapidly, and has several interruptions
Employee – (allow participant to use her own interviewing skills)

c. Employer – is quiet, hardly asks any questions, and leaves it up to the employee to try to find out about the job
Employee – (allow participant to use her own skills)

d. Employer – rapidly goes through the job description, gives no information on salary or fringe benefits, and then asks the participant if she is prepared to take the job
Employee – (allow participant to use her own skills)

e. Employer – asks the participant to justify things she recorded on the application form
Employee – (allow participant to use her own skills)

Other role-play situations may also be used, depicting an interviewer who does not want a woman in the job, or an interviewer who feels the woman is too old or not physically qualified to handle the job, etc.

Be sure to comment and critique after each role play. Any role-play situation should be a learning experience. The learning is internalized when participants are shown what they did, how they did it, and how it can be improved.

> *"I think the workshop is an excellent learning opportunity for women like myself who are inexperienced in job seeking."*

HOW TO SELL YOURSELF TO AN EMPLOYER*

1. Know what your skills and personal qualities are. Arrange this information in your mind so you can talk about it briefly and clearly during the interview.
2. Learn as much as you can beforehand about the organization you are going to apply to. Do not be afraid to ask questions abut the company or the job.
3. Be on time for your appointments.
4. Make a good appearance. Be neat, wear clean clothes, and dress appropriately. Do not overdress or wear showy clothes. Avoid appearing overly made up or sexy.
5. The employer wants to talk to you. Don't take anyone with you when you apply for a job; especially do not take any children.
6. Watch your posture. Do not slouch, yawn, or show that you may be nervous.
7. Answer all the employer's questions accurately, honestly, frankly and promptly. Don't brag; state simple facts.
8. Listen! Show you're interested in the job and the organization.
9. Be able to give a continuous record of all your jobs, dates of employment, wages received, the exact nature of your work and the reasons you left. This information is important to the employer.
10. When asked, point out the value of your past training and experience that will carry over to the job you are seeking.
11. If asked, be able to give the names of three references – responsible and reliable people who know you well.
12. Speak with a feeling of confidence and enthusiasm. Do not bluff or exaggerate. Use good English, speak clearly, but be careful you don't talk too much. Don't joke or pop off.
13. Avoid any arguments with your prospective employer.
14. Do not criticize others, including past employers or associates.

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*Adapted from the Women's Center of Dallas, Employment Information Service.

15. Do not talk about your personal, family, or financial situation. The employer is interested only in your ability to do the job.

16. Show respect for the person interviewing you. Do not become overly familiar.

17. Do not become discouraged if during your first interview you become nervous and do not present yourself in the best light. You'll improve the next time.

18. Even if the prospect of an immediate job is not possible, the interviewer's advice regarding future openings can sometimes lead to a job later on. It is important to make a good impression on each contact.

19. Be sure you like, and can do, the work for which you are applying.

20. Thank the interviewer for the time and consideration.

XI. MOTIVATION AND CLOSURE

Time:	2 hours
Materials:	Evaluation Instruments of your choice Flip chart, marking pen, paper/paper plates and pens

A. Lecturette

The purpose of this section is to recap the material covered in the workshop and to reinforce the learning process. It should include comments designed to motivate the job seeker, together with completion of the Action Plan insofar as possible.

Suggested Comments:

Now What?
This is our last day of class working on job seeking, so let's recap what we've learned.

INSTRUCTORS There is value in outlining the process and the sequence of material. This can be prepared in advance on flip-chart paper so that it is visible to all participants.

1.	IDENTIFIED	Who we are, what is important to us, what we want	THE VALUE SYSTEM
2.	DISCOVERED	The things we do that either help or hurt us in our job seeking	INTERNAL INHIBITORS
	RECOGNIZED	The factors outside ourselves that affect our job hunt	EXTERNAL BARRIERS
3.	DETERMINED	What is it we have to offer in the job market by labeling the skills we have and the ones we need to acquire	SKILL IDENTIFICATION
4.	RESEARCHED	Potential job opportunities, finding out who's hiring what we have to offer, looked at jobs we might be interested in	RESEARCHING
5.	SHARPENED	Our abilities at interviewing and filling out applications; worked on resumes and personal qualifications for work	INTERVIEWING

At the beginning we talked about time and setting goals. We started working on an Action Plan. Now we're going to get back to it again.

INSTRUCTORS Ask participants to pull out their Action Plans and take time to privately re-read and think about what they have written.

Process with questions: Do you see anything that you'd like to change? Why? What is still left to be done? What is necessary for you to bring about the changes you desire? Who's responsible?

Give the participants time to fill in blanks, adjust information, or change any portion of the Action Plan. Positive reinforcement needs to be given, in that goals are not cast in concrete. Goals can – and many times should – be changed to more accurately reflect the growth and change in the individual and her life circumstances.

B. Motivation

Suggested Comments:

A motto might be:

IF NOT YOU, WHO
IF NOT NOW, WHEN

No one else can motivate you – but yourself.

Dollars can be a stimulant –
Hunger and cold can force action –
Pride can encourage –
Family and friends can help or hurt –
BUT
In the end, it's really up to the individual. The decisions and choices you make are yours. Only the desire of your heart can motivate you to commit yourself to any action: cause you to seek it, leave it, change it, or stick to it. When you're job seeking, it pays to stick to it in spite of setbacks, discouragements, delays, problems of time, money, education or family.

What you do with this course, with his information, and with this training is your decision. As a friend once said at the end of just such a workshop:

I've decided that:
I am going to do what I want to do
When I want to do it
Where I want to do it
With whom I want to do it
For as long as I want to do it
And beginning TODAY, I'm taking charge of MY LIFE.

C. Closure

1. Move directly into the Contracting Exercise at the end of the workshop. Instructions are given in the Basic Model, Section XVI. Encourage the participants to commit themselves both in writing and verbally to at least one change of action within a specific time.

2. Conduct the Strength Bombardment Exercise listed in Section XVI of the Basic Model.

3. Be sure to allow sufficient time while the participants are on hand to complete any workshop evaluation instruments.

MODIFICATION 3
THE RE-ENTRY WOMAN

This workshop is designed primarily for the woman who is seeking to re-enter the work force after a substantial absence. The last seven sections of the workshop are exactly the same as that of the Basic Model, since the elements necessary for successful skill identification, researching, resume writing, interviewing and negotiating are applicable regardless of who is entering the work force, when, or for what reasons. The first half of the workshop does vary in sequence of material, and special information is included for the homemaker who is considering making the transition into either part-time or full-time employment.

The composition of any one group for this workshop will more than likely include:

1. women who aren't sure they want to go to work outside the home but are feeling some vague pressure to do so
2. women who feel the need to enter or return to the work force because of financial difficulties
3. women who are either newly widowed or newly divorced and must begin immediately supporting a household
4. women who are trying to prepare for the day when there are no longer children at home.

Three main factors to keep in mind are:

1. The purpose of this workshop is to provide an effective method of employment seeking which individuals can use to make informed, intelligent decisions about whether or not they want to work, and if so, when and where. It is not to imply that all women should be gainfully employed outside the home. After experiencing this workshop, some of the women will decide that at this point they still really want to be a full-time homemaker. This is okay and at no time should any woman be made to feel otherwise. The choice is that of the individual woman, and facilitator views should not be imposed.

2. Another area requiring a delicate balance on the part of the trainer is that of maintaining a healthy atmosphere during the workshop, encouraging the participants to share feelings and examine alternatives, yet not allowing discussions to degenerate into gripe sessions or a parade of personal hurts and misfortunes. Sensitive spirits can be common in this group. Again, the facilitator must be careful about getting involved in emotional problem solving. Keep the group on target and focused on what is to be accomplished.

3. It is also important to quickly ascertain the level of the group's awareness. For groups where a majority of members have never experienced some form of consciousness raising, some lecturette material may need to be adjusted to assist in this area. If the group, on the other hand, has a pretty high level of awareness, they may need more attention in the areas of assertiveness, role playing, etc.

MODIFICATION 3
THE RE-ENTRY WOMAN WORKSHOP

PURPOSE

This workshop is designed specifically for the woman seeking to re-enter the labor force. It is designed to assist the participant in developing the knowledge and experience necessary to secure satisfactory employment as defined by the individual.

GOALS

To provide a learning model regarding effective employment seeking which the participant will be able to utilize now and in subsequent employment-seeking activities.

To assist the participant in developing a realistic employment-seeking plan of action.

RATIONALE

In developing this workshop it has been assumed that due to changing life styles, many women not currently in the labor force need job-preparation skill training. Documentation by nationwide sources indicate that the mature woman who has spent a number of years in the home as wife and mother feels the need to learn additional skills prior to entering or re-entering the work force. The core components of a successful employment-seeking process have been incorporated into this workshop, with a special emphasis on the needs and interests of the re-entry woman. This workshop is also based on the premise that the laboratory method of learning (experiential) is more effective than the instructional method for this type of training.

OBJECTIVES

I. Participants will complete a self-inventory of the personal aspects of employment seeking by:

- a. Developing an awareness and recognition of the socialization process and how changing life styles affect their value systems.
- b. Assessing affiliation (supermom) and achievement (superworker) needs.
- c. Assessing work values in order to better understand a choice between working and/or continuing the role of full-time wife and mother.
- d. Discussing changing life styles and how to develop a positive approach to change, including considerations of careers, credit, budgeting, social interactions, changing family attitudes, etc.
- e. Discussing facets of the world of work to devise methods for successful participation in the work force.
- f. Identifying external societal barriers to entering the work force; such as age, sex, experience, etc.
- g. Documenting financial needs and determining resources for assistance.
- h. Incorporating work values, job satisfiers, and other pertinent data into an employment-seeking Action Plan.

II. Participants will evaluate their marketable skills and project methods for additional skill building, if necessary, by:

a. Identifying marketable skills and job titles requiring those skills. Special emphasis will be given to transferring skills developed in the home environment to the world of work.
b. Documenting the need for any additional education or training and locating helpful resources.

III. Participants will participate in skill building sessions in job preparation techniques by:

a. Identifying resources for the development of skills in goal setting and decision making for the home and office.
b. Documenting job researching techniques.
c. Identifying components of an effective resume, covering letter, and appropriate completion of application forms.
d. Demonstrating quality interviewing skills by role play.
e. Identifying various aspects of effective negotiation.

ABSTRACT
GROUP SIZE
MATERIALS

Same as for Basic Model

WORKSHOP SCHEDULE

Registration

I. Orientation

II. Decision Making/Goal Setting

III. Value Systems

IV. Achievement/Affiliation Needs

V. Work Values

VI. Changing Life Styles

VII. World of Work

VIII. External Barriers

IX. Financial Needs

X. Action Plan

XI. Skill Identification and Transfer

XII. Educational Information

XIII. Research Process

XIV. Resume Writing

XV. Interviewing Techniques

XVI. Negotiation

XVII. Closure

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I. ORIENTATION

INSTRUCTORS All information for this section is the same as that included in the Basic Model.

II. DECISION MAKING AND GOAL SETTING

INSTRUCTORS The purpose of this section is to recognize and develop skills in goal setting and decision making for the home and office.

Depending on whether or not participants have been exposed to some form of consciousness raising or assertiveness training, the number of exercises and time frame for this section may need to be expanded. Two options are offered: one on goal setting/decision making and one on assertiveness training. If you choose to work with the assertiveness models, convert the goal-setting information to handouts.

A. Goal Setting

Time: 20 minutes
Materials: Pen and paper

Lecturette:

Suggested Comments:

If you do not know where you're going, you may end up where you are heading, which may not be where you want to be; or as someone once said: If you don't take charge of your life, rest assured that someone else will.

These statements seem to depict the way in which many of us make decisions. We trudge along without consciously being aware of the many decisions we actually make. All of us make decisions daily and are capable of doing so. As a homemaker, especially if you have children, decisions are a part of everyday living. There's nothing new about them. What type of meal are you preparing? Which activities are your children going to participate in? How do you decide which plumber to call?

Most of our decisions are taken for granted, and we may not be aware of our reasons for making decisions. Our decisions determine our future regardless of how they are made; therefore, a conscious effort is needed in order to make effective decisions. In today's world, more and more choices are available to us. The freedom to choose may be apparent; however, the ability to choose may not be. Greater freedom and greater control over your life may be found after learning to make effective decisions.

The process of decision making is not short and simple. In fact, this entire workshop deals with the process. We need to examine ourselves to determine our beliefs and values, what tools and expertise we have available to us, and methods of carrying through after decisions have been made. **Remember, not making a decision is a decision in itself** – because we continue to take actions; however, without a goal or purpose, we are not in control. In making career decisions, the beginning decision is to look at the reasons for entering the work force. Below is a list of possible reasons for working which need to be assessed in order to understand your own motivation for working.

a. The kids are grown and your husband is involved with his career – the "empty nest" theory.
b. The kids are getting ready for college, and you need more money.
c. Inflation is getting to your foot budget because the more your kids grow, the more they eat.
d. You have recently been divorced or widowed.
e. Is your need by choice (emotional) or situational (financial)?
f. Is your need immediate or in the future?
g. Are you supplementing an income or suddenly responsible for the total support of your family? This helps to determine what your financial need will be also.

Richard Bolles, in *What Color Is Your Parachute?* identifies four inhibitors: lack of time, lack of motivation, lack of purpose, and lack of tools (or techniques). By defining a purpose, or setting goals, we become motivated to accomplish our goals and set aside time for doing them. When we realize tools are available to us, we can decide on the means of acquiring those tools.

As you can see, the process involves more than one step. A decision is made, a goal is stated, time limits are set, and the necessary tools are located.

Let's work through an example of goal setting.

We determine a NEED
We RESPOND to the need
We identify BARRIERS – RESPONSE – BARRIERS – GOAL
We establish a GOAL

Now, take out a sheet of paper. Define some of your personal needs and write them down on the paper. This is just for your information. It is not to be judged by the rest of us, nor is it to be compared with anyone else's needs. We are all individuals and have different needs.

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An example of what I mean is:

NEED – To find a more fulfilling career
RESPONSE – To enroll in this workshop
BARRIER – To find the time to do this
GOAL – To learn a process to locate a suitable career. GET OUT AND DO IT!

INSTRUCTORS Give the participants time to think and record some needs; then open for discussion if anyone wants to volunteer to share. Close with statements about the building blocks found in this workshop and a reminder that it is important to attend all meetings. This exercise can also be done again at a later time after self-exploration and information have been completed.

B. Goal Setting
Time: 30 minutes
Materials: The Six-Step Problem-Solving Process handout on page 101

INSTRUCTORS The information and exercises on goal setting criteria and the Six-Step Problem-Solving Process included in Section II of the Basic Model can also be used here. Additional references for further study on goal setting are included in the bibliography.

C. Assertive Behavior Techniques
Time: 30 minutes
Materials: Handout on Assertive Behavior Situations (page 267)

Suggested Comments:

Each of us should be able to choose for herself how she will respond to a given situation. If she restrains from stating her beliefs and wants in every occasion, it becomes harder to do so at any time, and another choice is not able to be seen. If an aggressive response is well developed, she may be unable to achieve her goal without hurting others, and again, not realize another response is possible.

INSTRUCTORS Distribute handout.

A handout explaining the types of behavior has been prepared. Let's look at it and possibly clarify the concept for you.

After a discussion of the concepts, use the Assertive Behavior Situations handout to discuss which response is the assertive one and why it would be the most appropriate response.

Lecturette:

Suggested Comments:

"Helmer: Before all else you are a wife and mother.
Nora: That I no longer believe. I believe that before all else I am a human being , just as much as you are – or at least that I should try to become one."

– Henrik Ibsen, *A Doll's House* (1879)

Nora's response is an example of assertive behavior. Nora states her belief in very matter-of-fact terms without putting down Helmer. If Nora had been non-assertive, she would have agreed with Helmer, but would have felt bad because she had denied her own self. An aggressive response would have been one in which Nora would have lashed out at Helmer, stating he was crazy and wrong, with an "I'll show you" message.

	Non-Assertive Behavior	**Aggressive Behavior**	**Assertive Behavior**
Giving	self-denying	self-enhancing at expense of another	self-enhancing
	inhibited, hurt, anxious	expressive, depreciates others	expressive, feels good about self
	allows others to choose for her	chooses for others	chooses for self
	does not achieve desired goal	achieves desired goal by hurting others	may achieve desired goal
Receiving	guilty or angry	self-denying	self-enhancing
	feels depreciated	hurt, defensive, humiliated	expressive
	achieves desired goal at giver's expense	does not achieve desired goal	may achieve desired goal

ASSERTIVE BEHAVIOR SITUATIONS*

Employment Situations

Working Late. You and your spouse have an evening engagement which has been planned for several weeks. Today is the date, and you plan to leave immediately after work. During the day, however, your supervisor indicates that he would like you to stay late this evening to work on a special assignment.

Alternative Responses:

a. You say nothing about your important plans and simply agree to stay until the work is finished.
b. In a nervous, abrupt voice you say "No, I will not work late tonight." Then you criticize the boss for not planning the work schedule better. You then turn back to the work you were doing.
c. Talking to the supervisor in a firm but pleasant voice, you tell of your important plans and say you will not be able to stay this evening to work on the special assignment.

Job Error. You have made a mistake on some aspect of your job. Your supervisor discovers it and is letting you know rather harshly that you should not have been so careless.

Alternative Responses:

a. Overapologizing, you say you are sorry, you were stupid, how silly of you, you'll never let it happen again.
b. You bristle up and say that he has no business whatsoever criticizing your work. You tell him to leave you alone and not bother you in the future because you are capable of handling your own work.
c. You agree that you made the mistake, say you are sorry and will be more careful next time. You add that you feel he is being somewhat harsh and you see no need for that.

Tardy. One of your subordinates has been coming in late consistently for the last three of four days.

Alternative Responses:

a. You grumble to yourself or to others about the situation, but say nothing to the person, hoping he will start coming in early.
b. You tell the worker off, indicating that he has no right to take advantage of you and that he had better get to work on time or else you will see that he is fired.

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*From Alberti, Robert E., and Michael L. Emmons, *Your Perfect Right: A Guide to Assertive Behavior (Third Edition)*. Copyright © 1978, Impact Publishers, Inc., San Luis Obispo, California. Reprinted by permission of the publisher.

c. Approaching the worker, you point out that you have observed him coming in late recently and wonder if there is an explanation. If he does not have a legitimate excuse, you say firmly that he should start coming to work on time. If the excuse seems legitimate, you still say that he should have come to you and explained the situation rather than saying nothing at all, leaving you "up in the air."

D. Assertive Training Exercise – Delegating Duties at Home
Time: 20-30 minutes

Lecturette

Suggested Comments:

Now that we have discussed a more effective way of communication, that is, being assertive, let's discuss how we can apply that to families in order to get support and help at home.

Arrange a family conference at a time when family members are not feeling pressed or feeling imposed upon. Start out by expressing your need of returning to work and the reasons. State your need using the word "I," such as "I am going to start working because________, and I would very much like to have your support and your help."

Prior to the family conference, make up a list of duties that you presently take care of to discuss with the family members. Explain that by working, you will not be able to accomplish it all. Open a discussion with family members concerning ways in which they think responsibilities can be shared. Write down all the suggestions without commenting on whether or not they would work. After the list is completed, look at it more closely. This is known as a brainstorming session. You are asking for suggestions or ideas without passing judgment; merely gathering together alternative ways of accomplishing tasks. The next phase concerns assessing whether the plans are possible. After everyone has agreed on which are practical, then ask for volunteers to assume certain responsibilities. Try to make this process as democratic as possible in order for family members to feel they all have had a say and that one is not "winning" at the expense of everyone else "losing."

Setting priorities of what needs to be done, when, and how often can also be useful. Discuss how tasks can be rotated or changed in the event someone needs to be absent for a particular reason. Determine what the family can and cannot live with; for example, they can live with the kitchen floor being cleaned and waxed once a month instead of every week; but they cannot leave newspapers stacking up in the living room for a week, etc.

INSTRUCTORS It may be helpful at this time to point out resources, professional and printed, that participants can use to assist them in this area. For example, Thomas Gordon's book, *Parent Effectiveness Training,* has some interesting material on roadblocks to effective communication; and more than likely there are organizations who hold Parent Effectiveness Training courses and do some counseling in this area within your community.

E. Assertiveness Exercise

Time: 40 minutes

Materials: Pencils and handouts on Seven Assertive Problem Types and the Spot Your Assertive Block Quiz (pages 114-118)

Information and instructions for this section are included in Section IV of the Basic Model.

III. VALUE SYSTEMS

INSTRUCTORS

The purpose of this section is to focus on values clarification exercises that will assist participants in becoming aware of and recognizing the effect socialization processes have on value systems, and the ways in which changing life styles can alter those values.

Total time: 45 minutes

Suggested Activities

Options	**Approximate Time**
A. Life Span Lecturette and Exercise	30-45 minutes
B. Marriage – Myth Discussion	15 minutes
C. Life-line Exercise	15 minutes
D. "I'm More Like This Than That"	20 minutes
E. Descriptive Words Checklist	10-20 minutes

A. Life Span Lecturette and Exercise

Time: 30-45 minutes

Materials: Newsprint or chalkboard, marker or chalk, recent Department of Labor statistics on life spans

INSTRUCTORS

Pre-chart on newsprint or chalkboard a facsimile of a life span diagram. This chart and the latest figures can be secured from the Department of Labor. As you present your lecturette, you may choose to superimpose facts about your own life onto the diagram with a different color marking pen.

Lecturette

(**Note**: Each person who gives this lecturette will give it differently and should. Use the figures and information that fit your own life. Point out from time to time that this will not be the same for each of the participants, and the average woman may differ from you at certain points.)

I want you all to think with me a minute and project yourselves into this diagram. I'll leave the diagram up so you can copy it later if you want to, but for right now, I'd like for you to just listen and look.

The average life expectancy for women today is 75. Some of us will die sooner, some of us will live even longer. Half of today's women marry by age 21; more marry at age 18 than at any other age.

At this point (indicate on chart), I had married and spent_____years alone with my husband before any children arrived. I had my last child at the age of____, and I will be in my____'s by the time the youngest child is in school (or graduates from college, etc.). The average woman has her last child by the age of 30, and once that last child starts to school, the woman is faced with seven to eight hours, five days a week, with no one but herself at home. The phasing out of her active, daily role of "mother" has begun. Many of us avoid that fact.

These years (indicate diagram) are the empty years – a glaring reality for every woman. Notice I will have about_____years between the time my children begin moving out and the end of my life if I have an average life span. At this point (indicate), I will have about_____years alone with my husband after the children have left home, assuming that he dies at the average male age of 68. That's almost_____times more than we had at the beginning of our marriage. Since a woman's life expectancy is longer than a man's, I could have____years alone for a total of_____ years without any children at home.

Society channels, structures, and values this first half of our lives; but once we have fulfilled society's expectations of us, we're set adrift and left to find our own way. Often we fail to recognize the reality of our own future, and as a result, don't plan for active participation in it. Of course, most of us assume the presence of a husband who will "take care of everything." Yet more and more often he won't or can't. One marriage in four ends in divorce – many of these after twenty or more years of marriage – and this statistic is getting larger with every passing year. There are seven and one-half million widows and single women over the age of 65 in this country – and that number, too, is increasing. They make up 65% of all women over 65, and constitute the poorest group in our economy.

INSTRUCTORS Be sure you check the latest statistics and adjust any necessary figures before making this presentation.

More and more men are being displaced from the work force because of crippling health problems, mid-career life changes due to corporate bankruptcies, forced early retirement, etc. Top-level salaries may not always remain top, and inflation eats away at retirement savings if and when any have been successfully accumulated.

Women are permitted – even encouraged – to stay home, to limit contacts to certain acceptable people, to limit our thoughts to child development and preserving our youth, to limit our experiences to cooking, sewing, and creative or charitable pastimes. In such an environment, our attitudes tend to become rigid and our intellectual and vocational skills rusty and outdated.

What steps can be taken to fill these years (indicate chart)?

For one thing, we can each determine exactly what provisions already exist for our own financial security. Another step may be to begin a whole new process of education – whether formal or not. Certainly, it calls for a new kind of planning and preparation for the future.

We must also take a good, hard, no-nonsense look at what logically could happen during these years. What about elderly parents or in-laws? What if one of the kids has kids, gets divorced, and moves back home? Are you certain to remain in the same place or is there a good chance you'll be moving once or several times? If, indeed, you outlive your husband, as you probably will, what then? And what about a divorce? What if your spouse becomes incapacitated for some reason and you must assume financial responsibility for the household?

Certainly, some of these prospects are less than pleasant to consider, but bringing them into focus now can relieve many of the vague fears we all harbor. In this way, we can clearly see just what our real concerns ought to be.

We also must quit assuming things about ourselves – women are **not** all alike. Each of us is a unique individual and getting to know that person within ourselves can be very exciting and rewarding.

In *The Feminine Mystique*, Betty Friedan talks about life. She describes it as a continuous thread kept alive by word or study. Each woman's commitment or life plan will be unique, depending on her own abilities and interests, but it is essential that each of us do something in the present which will contribute to our identity in the future.

INSTRUCTORS

Option I – Ask the participants to project their own lives onto the diagram. Open discussion with questions about how that makes them feel. What significance does it have for them?

Option II – Ask the participants to copy the diagram but to draw it to fit their lives, using their own figures, etc.

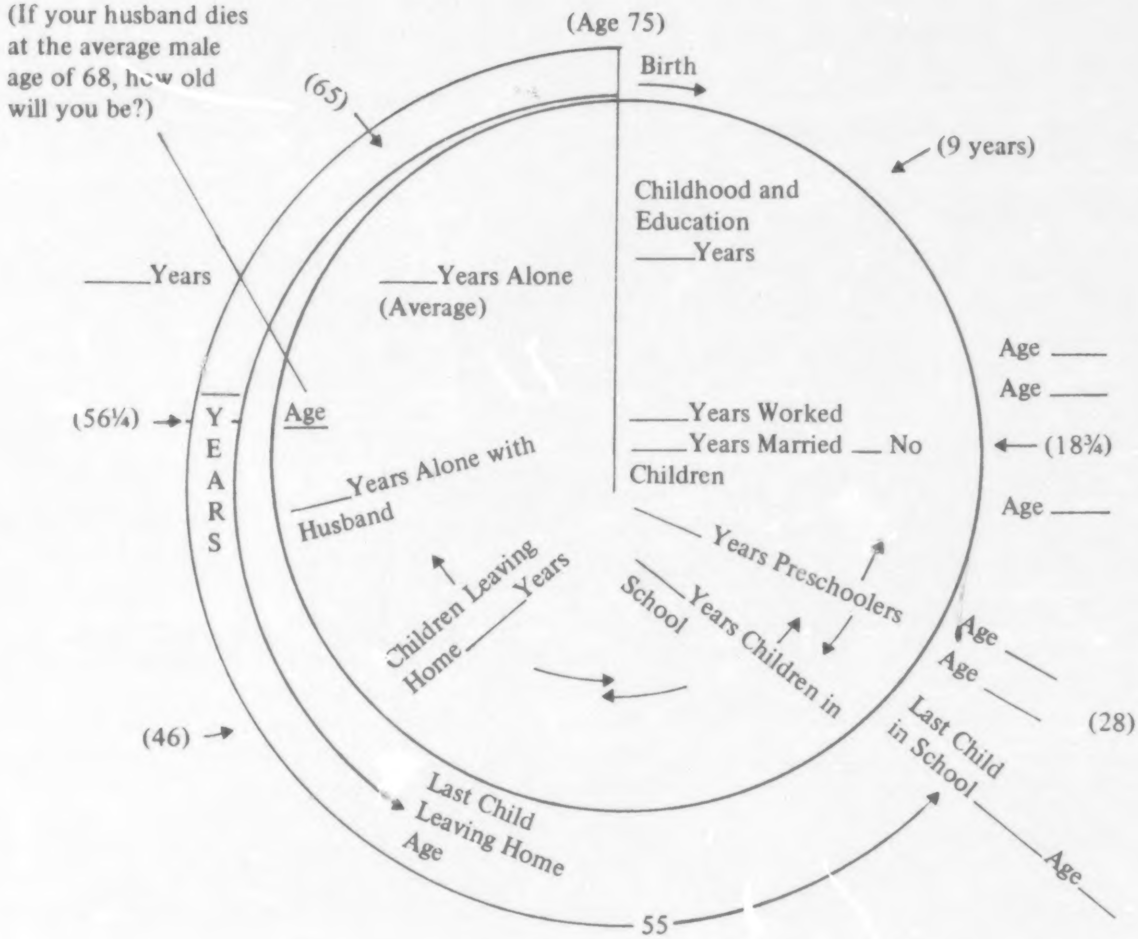
B. Marriage – Myth Discussion
Time: 15 minutes

Suggested Comments:

In growing up, how many of us were prepped for marriage – which meant a husband to take care of us, two kids, a dog, a station wagon, and a house in the suburbs. Doris Day seemed happy in the movies. Why doesn't that work for all of us? If we have succeeded in fulfilling the American dream, why don't we feel happy? For some of us, there may be all of these things in our lives, but something is still missing. For others, sometimes by choice, we decide we are not happy with this setup and break out to find another life style which feels better. Maybe not by choice, we are developing new life styles.

INSTRUCTORS Open for discussion.

We're now going to work through a few exercises which will help us determine which, if any, of the myths we bought into during our childhood and which are still valid and why.


(If your husband dies at the average male age of 68, how old will you be?)
(Age 75)
Birth
(65)
(9 years)
Childhood and Education ____Years
____Years
____Years Alone (Average)
Age ____
Age ____
(56¼)
YEARS
Age
____Years Worked
____Years Married ___ No Children
(18¾)
Age ____
____Years Alone with Husband
Years Preschoolers
Children Leaving Home ____Years
School ____Years Children in
Age ____
Age ____
(28)
Last Child in School ____Age
(46)
Last Child Leaving Home Age
55

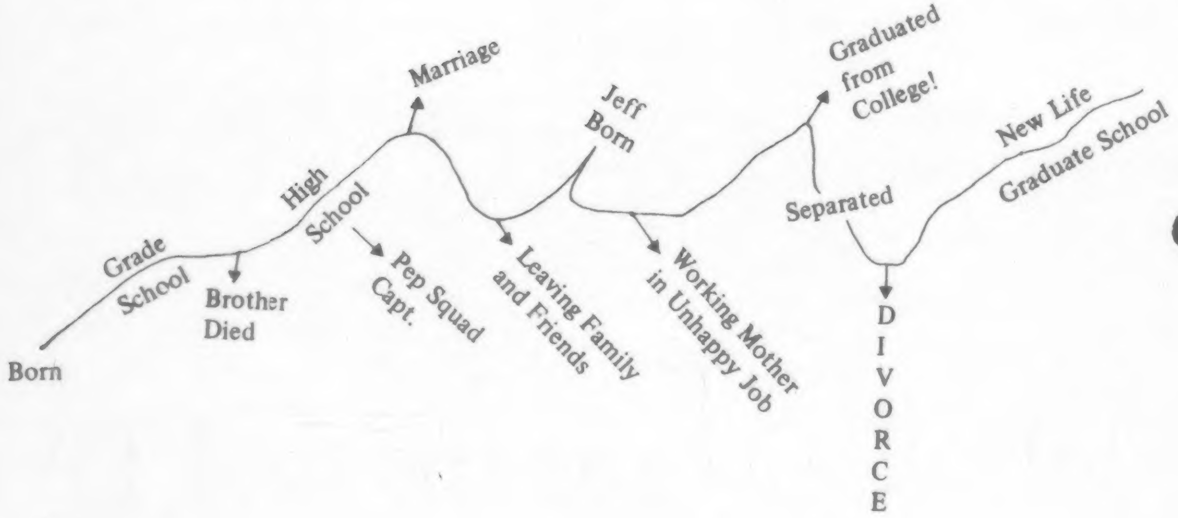
C. Life Line Exercise

Time: 15 minutes

Ask the participants to draw a life line depicting the high and low points in their lives.

INSTRUCTORS Have an example ready of your own life line to use in the explanation. Written or pictorial explanations can be used.

After completing life lines, discuss the high and low points so participants will have a better idea of what they do value and consider important in their lives.


Born
Grade School
Brother Died
High School
Pep Squad Capt.
Marriage
Leaving Family and Friends
Jeff Born
Working Mother in Unhappy Job
Graduated from College!
Separated
DIVORCE
New Life
Graduate School

"I couldn't have been more pleased . . . it has certainly stimulated thought in several areas I've not been aware of." of."

D. "I'm More Like This Than That"

Time: 20 minutes
Materials: Pencils and Exercise handout (page 109)

INSTRUCTORS Reproduce this exercise from Section IV of the Basic Model, changing comments as follows:

1. Present a brief lecturette, defining and giving examples of internal barriers.

Now that some problems or dissatisfactions have been identified, let's look at some of the internal barriers (such as self-defeating behaviors) that keep us from accomplishing our goals. An internal barrier is anything about yourself that is keeping you from doing what you must. We'll look at external barriers, or those barriers of society, at a later time. Remember to focus on yourself, **not** on what others think or on which outside forces are keeping you from accomplishing your goals. Just keep your mind on those things that **you** do which keep you from accomplishing your goals. Some examples are:

aptitudes
fears
personal attitudes
avoiding conflict

abilities
needs
prejudices
values

anxiety
personality
physical strengths

2. Distribute the handout and allow ample time for completion.

3. Engage the group in a discussion regarding how they've rated themselves.

- What does the profile tell you about yourself?
- Are you satisifed with your profile? Why? Why not?
- How does your profile differ from or resemble others?

A friend	Unsuccessful woman
Spouse	Successful woman
Father	Unsuccessful man
Mother	Successful man

- Have you defined your own terms of "success?"
- Are you willing to recognize your successes in **all** facets of your life?
- Have any of the items in your profile hindered you in your decision making or personal goal setting?

Were you able to identify further internal barriers? If so, can you devise ways in which to overcome some of these barriers? Perhaps by carefully observing the actions of others you will be able to key in on some constructive ways of dealing with yourself. Many times we "set ourselves up" to fail because we put stops on ourselves. Examine what you are doing and why you are doing it. A change in attitude may be forthcoming. If so, a change in behavior is likely to follow.

E. Descriptive Words Checklist

Time: 20 minutes
Materials: Pencil, checklist on page 110

INSTRUCTORS This checklist and instructions are included in Section IV of the Basic Model and can be used as an option.

IV. ACHIEVEMENT/AFFILIATION NEEDS

INSTRUCTORS The purpose of this section is to encourage participants to look at which needs they will be able to meet in a job situation and which will be met through outside activities and home life.

Total time: 1½ hours

Suggested Activities	Approximate Time
A. Role Assessment Exercise	20-30 minutes
C. Definition of Achievement and Affiliation Needs	5-10 minutes
D. "You" Exercise	30 minutes
E. Achievement/Affiliation Exercise	15 minutes

A. Role Assessment Exercise

Time: 20-30 minutes
Materials: For each participant, 10 small squares of paper

1. Distribute the packages of paper to each participant. Ask participants to write down ten things they do presently. In other words, what roles do they fulfill: chauffeur, cook, maid, supervisor, teacher, etc.? They should use one sheet per role.

2. After sufficient time has elapsed for the pieces of paper to be completed, divide the group into dyads. The instructions are:
   - Rank the roles you have chosen, starting with the one that is your least favorite, progressing to the one that is your most favorite.
   - After the roles have been ranked, share these roles with each other, giving an explanation as to why they were chosen in that particular order.

3. Engage the group in discussion. Clarify which roles are important and which roles would be of less importance to them if they were working and had to give up some roles.

C. Definition of Achievement and Affiliation Needs

Time: 5-10 minutes
Materials: Completed Chart on Superworker/Working Mom/ Supermom, pages 123-126, Section VI, Basic Model

INSTRUCTORS

Pre-chart this model on newsprint or chalkboard and be prepared to pull similar examples from the group. It will be useful to read the material on this section from the Basic Model, but it is not necessary to work with it in separate components. The completed chart will suffice in this instance.

Give a brief lecturette on determining what home and work (or personal versus professional) needs are; and once the needs have been determined, how they can best be met. It is not unnatural or in any way "bad" to want to succeed professionally, as well as in love or with a family. The essential criteria are to be aware of your needs and how to meet them.

In generating discussion or describing this chart, please describe values, rhetoric (what we say), and behavior (what we actually do). The point in doing this is to demonstrate that because of social pressures, our own hang-ups, and many other reasons, our values and rhetoric and behavior do not always match up. By drawing a red line across the chart, you can indicate a woman who really wants to stay at home but who, for what ever reasons, has to spend most of her time working. Consequently, as a means to convince herself (and others) of her acceptance of this fact, much of what she says reflects an **equal** concern for home and work responsibilities. Ask the participants to examine their own values, rhetoric and behavior systems, attempting to reach some consistency. By doing this, many frustrations and disappointments can be avoided.

D. "You" Exercise

Time: 30 minutes
Materials: Instructions and the exercise can be found on page 303 in Section III of Modification 4 – for Non-Traditional Job Seekers

E. Achievement/Affiliation Exercise

Time: 15 minutes
Materials: Pencils and Achievement/Affiliation Exercise handout (from Section VI of the Basic Model) on page 128

INSTRUCTORS

This exercise can also be given as a homework assignment.

1. Give a brief lecturette. See previous exercises for suggested comments.

2. Distribute the handout and allow time for completion.

3. Discuss reactons to the exercise with the group, covering the following points:
- Do you anticipate peer or family resistance to your vocational choice?
- What is your dominant need at this point?
- Will your search for self-fulfillment realistically be found in working or does work present a vague answer to your needs?
- Realistically, could your needs be met through civic, social or volunteer experiences? If not, why not?

INSTRUCTORS Anticipate remarks and problems concerning conflicts in time schedules. Please remind participants of earlier learnings concerning decision making. This entire workshop's purpose is to have participants **learn** methods of coping with various situations. One of the responsibilities of the facilitator is to assist the participants in recognizing the relevancy of the information and ways of incorporating it into daily use.

If you decide to use this as a homework assignment, make a provision for discussion at the beginning of the next meeting.

V. WORK VALUES

INSTRUCTORS Use the section as included in the Basic Model, Section VIII.

VI. CHANGING LIFE STYLES

INSTRUCTORS The purpose of this section is to develop a positive approach to change in order to alleviate some fears of changing.

Total time: 30 minutes

Suggested Activities	**Approximate Time**
A. Definition of Change	5 minutes
B. "Who Am I Now?"	20-25 minutes
C. Resource List	

A. Definition of Change
Time: 5 minutes

Lecturette and discussion:

- Not changing is comfortable; however, being uncomfortable may mean being responsible for growth. Not all change is uncomfortable, but the risk taken in change may be.
- Assessment of motivation: is it internal or external?
- How much control have participants had concerning change in their lives?

- How do they get back in control? (Refer to the previous assertiveness exercises; this is not the only way but one of the ways.)
- How do they deal with the family regarding change? (Relate the discussion to the section on delegating duties.)

INSTRUCTORS

Determine your own level for dealing with the topic of change and add any materials that you feel may be pertinent for your group to meet their needs. By this time in the workshop, you should have a pretty good feel for what would be most beneficial in this section.

B. "Who Am I Now?"
Time: 20-25 minutes
Materials: Pencils and paper

Ask the participants to spend a few minutes writing a brief autobiography explaining who they are **now**. This can include feelings, roles, thoughts, etc.

One of the purposes for this exercise is to get them to realize what changes they really want to make.

C. Resource List

INSTRUCTORS

Refer to Section IV, Internal Inhibitors (Basic Model) for guidance and direction.

VII. THE WORLD OF WORK

INSTRUCTORS

The purpose of this section is to acquaint participants with what it means to participate in the labor force.

Total time: 1½ hours

Suggested Activities	**Approximate Time**
A. Working Woman's Guide to Employment Myths	20 minutes
B. Lecturette: Personal Qualities at Work	2-3 minutes
C. Achievement List	20 minutes
D. Descriptive Words Checklist	15 minutes
E. Group Discussion	15 minutes
F. Role Play: Areas of Concern	20 minutes

A. The Working Woman's Guide to Employment Myths
Time: 20 minutes
Materials: Handout on page 131

Instructions for this section and the accompanying handout can be found in Section VII of the Basic Model.

B. Lecturette: Personal Qualities at Work
Time: 2-3 minutes

Women's personal qualities and values greatly influence their life styles. Personal qualities are the distinguishing traits of your personality. These personality traits make up your unique individuality. Values are those concepts that you prize or hold in esteem and which influence the way you choose to live your life.

Personal qualities and values should directly affect the type of occupation you choose to pursue. The working environment, the organization's attitudes, and employee responsibilities should complement your personality and value system. You should never expect total satisfaction from the job itself. However, you may realistically look for some gratification if the work complements your individual needs.

The woman who is searching for a career must first understand herself. The next few exercises are designed to help you explore your personality and values in addition to those we've already discovered.

C. Achievement List
Time: 20 minutes
Materials: Pencils and paper

Now that the negative internal barriers have been identified, attention needs to be focused toward your personal positive qualities which will help you in completing a job search and finding employment in a suitable area.

1. Ask participants to take pen and paper and list what they consider to be three of their greatest achievements. The only criterion for the achievements is that the participant feel they are great to her; they need not be measured by what anyone else thinks.

2. After the achievements have been listed, participants should list the positive qualities it took to accomplish them.

Group discussion about these qualities and achievements at this time can stimulate thinking and enlarge the list of personal qualities as seen by others.

3. Ask participants to make a list of five positive qualities about themselves resulting from these achievements. Try to fit these into a working situation to see if they can be labeled as positive on a job.

D. Descriptive Words Checklist
Time: 15 minutes
Materials: Pencil and handout, page 110

INSTRUCTORS This list is one of the options in Section III, Value Systems. It can also be utilized here if desired. If so, it should be geared toward identifying adjectives which describe the participant's positive qualities. Again, it may be helpful for the top five or ten to be recorded in rank order. Some discussion as to how these positive qualities can be assets in an employment situation should conclude the activity.

E. Group Discussion
Time: 15 minutes

INSTRUCTORS It is suggested that this exercise be used following one of the written exercises.

1. Engage the group in a discussion about personal qualities as they relate to employment situations. The purpose of the discussion is to get participants to **verbalize** their strong points rather than working on paper. Emphasis should be placed on positive qualities, and positive "stroking" by the group should be encouraged.

Please remind the participants these are not just "compliments," but rather feedback concerning their attitudes and behaviors. This, too, is part of identifying personal resources for inclusion in their Action Plan.

2. Some possible questions to generate group discussion.
   - How have your personal qualities and values enhanced your volunteer work and/or community work?
   - What kinds of comments from your co-volunteers and family seem to boost your ego?
   - Think of a volunteer or life situation where your personality helped solve a problem or helped to accomplish things faster or better. What was that situation?
   - What kind of job do you think you would be the best in, in terms of your personal qualities? Why?

F. Role Play: Areas of Concern
Time: 20 minutes

INSTRUCTORS Briefly lecture about some of the situations on a job that may be of concern to women returning to the work force. Involve volunteers in role playing some of the foreseeable areas of concern they may have. There may be others, but some situations include:
- Interpersonal relationships with co-workers
- Sexual harassment
- Appropriate grooming
- Dealing with authority
- Conflict between family activities and job overtime

VIII. EXTERNAL BARRIERS

INSTRUCTORS The purpose of this section is to focus on the external or reality factors that affect career choices. It should include a lecturette and the information on affirmative action. Section VII of the Basic Model is applicable for this time segment.

IX. FINANCIAL NEEDS

INSTRUCTORS This section should focus on helping the participants to determine their true financial needs in terms of securing employment.

Total time: 30 minutes

Suggested Activities	Approximate Time
A. The Importance of Budget	15 minutes
B. Credit and Financial Resources	15 minutes
C. Legal Help	2-3 minutes

INSTRUCTORS This is another section in which it is important for you to tailor the material to fit information and resources available in your own community, so only brief suggestions are given to guide you.

A. The Importance of Budget

Time: 15 minutes
Materials: Handouts from local sources

Present a lecturette covering the importance of budgeting. It should include information on the basics:

- Housing
- Food
- Clothing
- Transportation
- Utilities
- Education (Children)
- Entertainment
- Insurance
- Medical Expenses
- Savings
- Taxes
- Charge Accounts
- Retirement
- Miscellaneous

From local sources, prepare handouts on how to set up a budget, or prepare lists of resources for guidance, along with help in completing a budget, getting out of debt, financial planning, community courses, etc.

Determine whether or not there are people or organizations who work specifically with women who are newly widowed or divorced or just need to learn the following: how to handle money, how to balance bank accounts, what financial and legal papers are important, how to work with bankers and brokers, where to get legitimate counsel, etc. (Try especially to find women's credit unions, women's banks, etc., who are particularly sensitive to these needs for women.)

B. Credit and Financial Resources

Time: 15 minutes
Materials: Handouts from local sources

INSTRUCTORS

If you are not thoroughly versed in this area, either refer your people to those who are or invite an expert in to conduct this segment.

This segment should include both lecturette and some handouts covering:

- How to establish credit and what action to take if it is denied
- Information on loan applications (hand out sample forms)
- The importance of establishing credit and how to maintain good credit ratings
- Credit bureau services
- Information on the Equal Credit Opportunity Act
- Sample handouts of credit applications
- Handout on financial resources

C. Legal Help

Time: 2-3 minutes
Materials: Handouts from local sources (see page 76)

INSTRUCTORS

This workshop is, of course, not set up to deal with any legal problems that may be affecting career choices and/or the desire or the need to return to the work force. We can only recognize that these needs and problems exist. Some legal issues contribute to financial problems and complicate decision making.

It is suggested that you research your own community for those people, organizations, and services to which you can guide your participants if they need help in this area. Be sure to include:

- any local legal aid societies
- legal services foundations
- specific poverty law offices
- legal referral services
- law schools that may offer free legal consultation to low income people
- women's law centers
- guidelines for checking out attorneys and for contracting services

X. ACTION PLAN

INSTRUCTORS

This section should summarize what has been covered in the workshop to date and concentrate on filling in pertinent portions of the Action Plan.

A. Action Plan

Time: 30 minutes
Materials: Pencils; Action Plan from page 94

1. Engage participants in a short discussion about what has been learned or re-learned up to this point. You can summarize by working from the workshop schedule or you may prefer using the EIAG (Experience, Identify, Analyze and Generalize) exercise described in Section XVI of the Basic Model.

2. Ask the participants to take their individual Action Plans and begin filling out the first three pages and any others they feel they can begin completing. Remind them that actual job preparation skills are yet to come.

3. Allow 10 minutes for individual work.

4. Break the group into dyads or triads. With each other, they are to discuss any problems they had in completing the Action Plan sheets and any methods they used to facilitate completion.

5. For closure, reconvene the total group. Remind them that their responses may change as they continue through the workshop as well as when they actually implement their Action Plan. It is OK to change. We are only emphasizing that changes be based on informed decisions and a realistic evaluation of the individual's situation.

XI. THROUGH XVII.

INSTRUCTORS

The balance of the sections for the re-entry woman are exactly the same as those for the Basic Model, Sections IX-XVI. Follow the instructions and guidelines as given in the Basic Model, only continue to be alert to examples, experiences, and language that are particularly applicable to the re-entry woman.

> *". . . Excellent in all areas. Builds confidence through knowledge gained about functioning in the business world."*

MODIFICATION 4

THE NON-TRADITIONAL JOB SEEKER

The non-traditional workshop was developed to assist those women who are considering – or who with sufficient information might consider – seeking employment in those careers which have been primarily limited to men; that is, those three hundred plus occupations that fall into the apprenticeship or technical-trade category. Some of the job opportunities may be applicable to apprenticeship and others may not, but our classification for the design of this workshop was to focus primarily on those jobs considered to be blue collar. It was not designed for:

- the homemaker or secretary who decides to change careers and return to school to prepare for a profession in medicine or law
- the mid-career changer who decides to give up a career in data processing or banking to become a gifted artisan
- the individual who currently is a blue-collar worker seeking to enter the first level of a white-collar industry

These people should attend the underemployed/career changer workshop.

There may be some similarity between the non-traditional workshop and the workshop for the job seeker, so we suggest you compare. A major difference is that the job seeker is designed to assist with immediate needs, while those attending the non-traditional workshop may or may not be ready to enter the work force at once.

There easily can be some intermixing of activities between these two workshops. For your particular target population or client group, you may choose to use some material from one and some from the other.

Depending on the client group, the language may be too basic for some. It may be too "academic" for others. The instructor or facilitator needs to be sensitive enough to make whatever adjustments are required to meet the needs of the specific group.

THE NON-TRADITIONAL JOB SEEKER WORKSHOP

PURPOSE

This workshop is designed for the woman interested in obtaining information about careers which have traditionally been low in female participation. Its purpose is to assist the woman in identifying and locating possible places of employment in a non-traditional career field.

GOALS

To provide a learning model regarding effective employment information-gathering skills and other employment skills which the participants can make use of now and in the future.

RATIONALE

In developing this workshop, it was assumed that many women are not familiar with the different career opportunities available to them. The workshop is based on the premise that women need to become aware of the options they now have in investigating careers, especially those which have been very low in female participation. Once the participants become aware of these options, they will learn a process for pursuing a career. This workshop is also based on the premise that the laboratory method (experiential) is more effective than the instructional method for this type of learning.

OBJECTIVES

Assuming that the participant wishes to pursue or to investigate a career in a field traditionally considered inappropriate for women, the participant will learn a sound process that will assist her in identifying and securing a job in a non-traditional career field.

ABSTRACT

The primary mode for this workshop will be experiential but will use instructional materials for the presentation of data. The design is structured so that the participants generate the flow of the workshop through their involvement. The flow is as follows:

- Awareness and information regarding non-traditional careers for women.
- Identification of personal needs and skill.
- Awareness of a process for securing employment.

Total workshop time is twelve hours including the completion of workshop evaluation instruments.

GROUP SIZE

Maximum of fifteen participants; one instructor

MATERIALS

Participant Notebook
Evaluation Instruments
Flip Chart, Marking Pens
Paper, Pens/Pencils, Pins
Instructional Materials
Career Information Materials
Films and/or Filmstrips
A/V Equipment/Screen
Chalk and Chalkboard
Masking Tape
Ashtrays, Drinks, etc.

WORKSHOP TIME SCHEDULE

I.		Orientation	1 hour
II.		Non-Traditional Careers for Women	
	A.	Job versus Career	15 minutes
	B.	Film or Filmstrip	30 minutes
	C.	Classifications of Careers	30 minutes
	D.	Resources for Career Information	1 hour
	E.	Information Interview (alternate)	1 hour
	F.	Career Exploration Model	15 minutes
III.		Personal Needs and Skill Identification	
	A.	Self-Assessment: Interests, Values, Skills, and Personality Traits	2 hours
	B.	Occupational/Avocational Needs	15-30 minutes
IV.		The Employment-Seeking Process	
	A.	Panel Discussion	1¼ hours
	B.	Goal Setting/Decision Making	45 minutes
	C.	Job Campaign Checklist	45-60 minutes
	D.	Application Forms	1 hour
	E.	Interviewing Techniques/Role Playing	1½ hours
V.		Closure	1 hour

I. ORIENTATION

INSTRUCTORS

This section can be essentially the same as that in the Basic Model. Some adjustments in the explanation of the workshop goals and the contracting process may be preferred.

Suggested Comments:

Margaret Mead once said "Most girls still back away from studying 'masculine' subjects and entering masculine careers, though they may resent this kind of exclusion. And although increasing numbers of women are working outside the home, women still tend to regard their work as somehow different from the work of men." One of your purposes in this workshop is providing you the opportunity to investigate these "masculine careers." By participating in this workshop you will not only become aware of the different options available to women in choosing careers, but you will also learn things that will continually assist you in the employment-seeking process.

This particular workshop consists of three main areas:

1. Awareness and recognition of non-traditional careers.
2. Identification of personal needs and skills.
3. Awareness of a process for securing employment.

The design of the workshop is based on a learning process in which you will actively be involved and do all the assigned work. My job as the instructor is to present information and act as the facilitator, but not as the only resource person in the room. It is essential for all group members to contribute and share information they have with the group. Since the workshop is only 12 hours in length, we have a lot of information to cover in a very short time. It's important to you, then, to do as much individual work as possible outside the workshop.

Additional comments may be helpful preceding a discussion of the contract.

Suggested Comments:

Each of us has come to this workshop with some excitment, apprehension, and expectations about what will be happening during this time together. I think it would be helpful to talk about this. Whether or not it is ever said out loud, when a person joins a group like this, a psychological contract is formed which has a major influence on what her membership will be like in the group. The contract is based on the following four sets of expectations.

Expectations of the Individual

a. What she expects to **receive** from the group
b. What she expects to **give** to the group

Expectations of the Group

- a. What the group expects to give to the individual
- b. What the group expects to receive from the individual

In your packet you will find a copy of a very specific contract or a commitment you are being asked to make for this workshop.

INSTRUCTORS Distribute and discuss the contract with the guidelines from the Basic Model.

Continue with your selection of a get-acquainted exercise, choosing one from the options offered in the Basic Model.

II. NON-TRADITIONAL CAREERS FOR WOMEN

INSTRUCTORS The purpose of this section is to increase the awareness of the participants about non-traditional careers for women and to demonstrate some of the methods for gaining information.

A. Job versus Career

Time: 15 minutes
Materials: Chalkboard or newsprint, marking pens

Lead the participants in a group discussion in which participants are asked to contribute definitions for what they believe to be the difference between a "job" and a "career."

Record participant responses during the discussion and end the discussion with a definition of the two concepts:

- A job is defined as an action requiring some exertion; an activity performed in exchange for payment.
- A career is a chosen pursuit, a life work or a path or course to follow; it is success in one's chosen profession.

B. Film or Filmstrip

Time: 30 minutes
Materials: Selected film or filmstrip, related equipment

INSTRUCTORS Show the film. We used "Non-Traditional Careers for Women" by Pathescope Educational Films, Inc. You may find others that may more nearly fit your specific needs through the local library, local educational institutions, or through the Bureau of Apprenticeship and Training.

Following the film, ask participants for their comments and feelings regarding the material presented. Focus on increasing an awareness of the changing roles of women, how they broke down the barriers which excluded them from certain careers, and why they are pursuing non-traditional careers.

C. Classifications of Careers
Time: 30 minutes
Materials: Career List handout on page 293

INSTRUCTORS

Provide the participants with a definition of the term "non-traditional" – a mode of thought or behavior which goes against cultural customs; then using this definition, relate it to women and to women choosing careers.

Distribute the handout, Career List. Ask the participants to choose those careers which they see as being non-traditional for women. Allow a few minutes for the selection process, then open for group discussion to share their views and the reasons for them.

Note: Both activities D and E require 1 hour. Select ONE. It is suggested, however, that D combine the handout and a homework assignment. Since the majority of women need experience and support in developing good interviewing skills (especially when trying to get information in a field foreign to them), practice in this area is important. There will be opportunities to role play interviews later in the workshop; however, at that time it is interviewing for a job as opposed to interviewing for information. You may want to preview both sections before making a decision.

D. Resources for Career Information
Time: 1 hour
Materials: Handout listing various local sources
A display of samples of printed sources

INSTRUCTORS

Due to geographical constraints, the handout for this exercise is not included. Refer to Section XII, Researching Techniques, in the Basic Model for guidelines.

The purpose of this section is to acquire information about specific opportunities in non-traditional career fields and to become familiar with appropriate printed resources of career information.

INSTRUCTORS

Lecturette: Introduce participants to available printed sources on career information and distribute the printed handout prepared for your community. Discuss with participants the necessity for using printed materials in a career search. Explain how to use as many of the sources as possible, allowing sufficient time for the participants to examine the samples you have on display.

At the end of a period of time, discuss with the group which sources they liked the least and which they liked the best and the reasons why.

E. Information Interview
Time: 1 hour
Materials: The Information Interview (page 174); The Working Women's Guide to Employment Myths (page 131)

INSTRUCTORS The material on the information interview from Section XII of the Basic Models can be adapted for this activity. Pre-outlining the basic points and processing an information interview on newsprint can facilitate handling this activity.

Role play an information interview for a non-traditional job. Use any job you choose. A sample is:

Job Title: Machinist

Job Description: General machinist to work in a large machine shop. Duties include setting up and operating machine tools, assembling and fitting parts to repair machines, reading blueprints of parts to be replaced in a machine, and setting up and operating a metal removing machine.

Sample questions for the employer:

1. What are the purposes of your organization?
2. Is your organization a branch of a larger company, or is it privately owned?
3. How does this organization differ from other machine shops?
4. What are the future plans for the company?
5. How many employees work for your organization?
6. How many women do you employ, and what are their jobs?
7. What is the ratio of women to men in your organization?
8. Are there any women machinists presently employed in your organization?
9. If so, how long have they been employed and what type of problems did they encounter?
10. What kind of training programs are available within your organization?
11. Will more training be required for advancement? What kind?
12. What are the opportunities for promotion?
13. How often are job evaluations held? Who does them?
14. Exactly what functions would a machinist be expected to perform?
15. How many people would a machinist be working with closely?
16. What are the employee benefits offered by your organization?
17. What are the required working hours?
18. What is the company policy on overtime and weekend work?
19. Would an employee be required to join an organization?
20. What is the salary range for a machinist?

Note: These questions are not in sequence in the order of importance.

F. Career Exploration Model

Time: 15 minutes
Materials: Handout on Career Exploration Model (page 295)

INSTRUCTORS

The purpose of this activity is to encourage participants to use the information acquired by printed resources and interview methods to help them explore a career in a non-traditional field.

Distribute the handout. Discuss it with participants, point out that later in the workshop they will be asked to choose a career which most nearly matches their needs. At that time they will want to do an extensive amount of research for those careers.

At this time, however, encourage them to go ahead and begin researching non-traditional careers that might interest them, using the career exploration model.

At the beginning of the next session, be sure to ask participants to share with the group any progress they have made and any information they have located.

CAREER LIST*

Accountants
Agents, Real Estate
Air-Conditioning Engineers/Technicians
Air Traffic Controllers
Aircraft Mechanics
Airline Pilots
Airline Flight Attendants
Aluminum Industry Workers
Analysts, Systems
Anesthetists
Announcers, Radio and Television
Architects
Asbestos and Insulation Workers
Astronomers
Athletes, Professional
Automobile Manufacturing Workers
Automobile Salespersons
Automotive Body Repairers
Automotive Mechanics
Bank Officers
Bookkeeping Machine Operators
Bowling Machine Mechanics
Brake Operators, Railroad
Bricklayers
Broadcast Technicians
Building Contractors
Bus Drivers
Cable Splicers and Line Installers
Carpenters
Cartographers
Cashiers
Caterers
Cement Masons
Chefs, Cooks
Chemists
Child/Day-Care Workers
Clergy
Clerks, File
Clerks, Shipping/Stock
Clothing Salespeople, Retail
College Teachers
Commercial Artists
Cosmetologists
Custom Tailors and Dressmakers
Data Processing Machine Operators
Dental Assistants
Dental Hygienists
Dentists
Die Makers, Tool and
Drafting Technicians
Drivers, Truck/Taxicab
Electricians
Embalmers, Funeral Directors
FBI Agents
Fire Fighters
Fishers
Flight Engineers
Floor Covering Installers
Guards and Alarm Systems Workers
Helicopter Pilots
Home Appliance Service Technicians
Import and Export Workers
Industrial Machinery Repairs
Industrial and Commercial Photographers
Insurance Agents
Interior Designers
Iron-workers and Steel workers
Keypunch Operators
Kindergarten and Nursery School Teachers
Letter Carriers
Librarians
Machinists
Meatcutters, Retail
Medical Technicians/Assistants
Newspaper Reporters/Editors
Nurses

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*Adapted from OEK, Occupational Exploration Kit, 1980 Edition © 1967, 1964, Science Research Associates, Inc. Reprinted by permission.

Office Machine Repairers
Painters and Paperhangers
Pest Control Operators
Pharmacists
Physical Therapists
Physicians
Plasterers
Police Officers
Programmers
Roofers
Route Workers, Automatic Vending
Secretaries
Service Station Workers
Shoe Repairers
Social Workers
Steel Workers
Surveyors
Teachers, Elementary/Secondary/College
Telephone Operators
Tool and Die Workers
Typists
Utility Workers, Public
Welders

CAREER EXPLORATION MODEL*

Described below are questions which should be asked of yourself and a career which you are exploring.

1. Work Activity
   What do people working in this career field do on a day-to-day basis? What are the job responsibilities? What type of equipment is used? Where are people in this career field employed?

2. Work Environment
   What are the surroundings like where this job is performed: inside, outside, mobile, noisy, quiet?

3. Pay
   What is the top and bottom wage you can earn in this career?

4. Prestige
   In your own mind, would you be proud to be involved in this career?

5. Hours
   What hours do most people in this career work? What are the seasonal aspects and vacation times?

6. Advancement
   Where and how quickly do people advance in this career?

7. Other Benefits
   What else besides pay would be of personal benefit to a person in this career: insurance, hospitalization, pension plan, profit sharing?

8. People and Level of Interaction
   What types of people are involved in this career, and how much people contact would you have? Would you be working alone or with a team?

9. Autonomy or Freedom
   How much independence would you have concerning how, when, and where you did your job?

10. Occupational Hazards
    What physical or mental dangers are you exposed to in this career?

---

*Developed by Emily Zwald, Project Counselor, Eastfield College.

11. Entry Level
What are the training requirements for entering this career? What is the level of education needed? What is the length and cost of training and where can you obtain it? What are the other requirements, such as licenses, special examinations, and membership in organizations, and what equipment is necessary to have in this career?

12. Other Factors
Do age, sex, race or experience affect your ability to enter or advance in this career? How do your interests, values, personality traits and skills fit into this career? What do you most and least like about this career? What are some related fields which might be future career possibilities for a person in this career? What are some intermediate activities available to you now which would give you a "hands-on" experience and a reality check to see if this career is for you?

13. List of sources and interviews
a.

b.

c.

d.

III. PERSONAL NEEDS AND SKILL IDENTIFICATION

INSTRUCTORS

The purpose of this section is to increase the awareness of participants' personal needs and skills as they relate to the choice of a career in a field considered non-traditional for women.

Briefly discuss the purposes in examining interests, values, traits, and skills as they relate to career decisions. Since most people do not know a great deal about themselves, they do not make realistic career choices. The following activities are to give them an opportunity to expand their self-knowledge and to assist them in making more realistic career decisions.

A. Self-Assessment: Values, Interests and Personality Traits

Time: 2 hours
Materials: Newsprint and marking pens
Handouts on pages 303-310

Distribute the handout "You" to each participant. Explain that the purpose of this page is to help participants examine themselves with respect to 1) interests, 2) values, 3) skills, and 4) personality traits. After completing various activities related to these four areas, participants should record their personal results on the "You" page.

1. Interests – those things which one really enjoys doing. One needs to examine those things one likes to do, and does easily and naturally, as a basis for realistic career decisions.

Exploring Your Interests – 20 minutes

In giving instructions for this exercise, the following questions seem to give participants an idea of what types of things they might think of when listing activities:

a. What do you LIKE to do?
b. What experiences do you find SATISFYING AND REWARDING?
c. What types of activities do you ENJOY DEVOTING TIME AND ENERGY to?

Discuss "Exploring Your Interests" material at the end of this section.

Distribute the worksheet, followed by giving these instructions:

On the worksheet provided, make a list of fifteen (15) activities that you enjoy doing which nearly approximate work situations. After making the list, look through the handout and decide which areas you have a HIGH interest in and put an "H" in the margin; for a MODERATE interest, put an "M" in the margin; and for a LOW interest, put an "L" in the margin. After you've done this, go back to the list of activities you made and try to decide under which areas these activities fall. Put checks in the columns provided. An activity may be done for more than one reason, so checks may be placed in more than one column for the same activity.

After you have decided which categories all your activities fit into, count the number of checks and arrive at a total figure for each interest area.

Follow this exercise with a group discussion of the various interest areas. An alternate to "approximates work situations" is to simply ask participants to list any activities they enjoy doing.

2. Values – those things which one holds important in life. They can be as general as honesty or as specific as owning an antique Rolls Royce. One needs to examine personal value systems. If people are employed in situations where the expectations of the job are vastly different from the values they hold, a major conflict occurs. For example, if money is of high value and the career does not offer any hope for sufficient amounts, these components are in conflict and contribute to dissatisfactions.

INSTRUCTORS There are many books available discussing values and values clarification to which you can refer for additional information and exercise development.

Select exercises for this section from the following options:

Option I – Refer to Section VIII of the Basic Model. Options I through IV in this section relate to values and values in the work environment.

Option II – "Twenty Things I Love to Do"* (handout included at the end of this section)

Suggested Comments:

An important question to ask in the search for values is, "Am I getting what I want out of life?" A person who simply settles for whatever comes her way, rather than pursuing her own goals, probably is not living a life based upon freely chosen values. There is usually a feeling that life is not very meaningful or satisfactory. Before building a good life, however, it is important to know what we value and what we want. This next activity will help you examine your most prized and cherished values, whether chosen or forced upon you.

INSTRUCTORS You can use the form at the end of this section for this exercise, or give these directions:

---

* Adapted from materials by Richland College, Dallas, Texas.

Write the numbers 1 through 20 down the middle of a sheet of paper. (It is helpful to demonstrate on the chalkboard or newsprint.) Now please make a list of 20 things that you LOVE to do. List them to the right of the center of the page. The left side will be used in a few moments.

These can be big things in your life or little things. You may want to think in terms of the seasons of the year, or in terms of your creative adventures, or you may want to use some other means to stimulate your thinking.

After the lists have been completed (some may have fewer than 20, some may have more; assure participants that whatever number they have is all right), you may want to read and go through each of the following, step by step, allowing participants time to complete each direction.

1. Go through your list and to the left of the page, next to the numbers, put a dollar sign if it costs more than $3.00 each time you do it. (The facilitator might demonstrate what she means on the chalkboard.)
2. Now put a "PP" by each item that requires prior planning.
3. Now put an "M" by each item that your mother would approve of.
4. Put an "F" beside each item that you think your father would enjoy.
5. Put a "5" by each item that you have developed or learned to enjoy in the last five years.
6. Put "65" by each item if you hope to be doing it at age 65.
7. Put an "A" by those things that you like to do alone; an "O" by the things you like to do with others.
8. Put a "[illegible]" by those things that have to do with your professional life.
9. Go through the list and put the approximate date of the last time you did that thing.
10. Next put an asterisk by each item that you would not give up.

Now analyze your list and write a statement about something you have learned or are more aware of as a result of having done this valuing exercise.

Provide each participant with an envelope. Ask them to address it to themselves. This will cause some curiosity. Then ask them to take another sheet of paper and write a letter to themselves regarding some problem they are having, some decision they must make, something they are planning, etc.

Impress upon them that the letter will be read only by them – that it truly is confidential.

After they have written the letter to themselves, ask them to place the letter inside the envelope and seal it. Explain that you will collect the envelopes and return them in about three months. (If the envelopes are to be mailed, you might ask the participants to keep their letters until the next day and give them to you in a stamped envelope.)

This letter-writing exercise is usually quite revealing. Many participants mention for the first time their problems or whatever. When the letter is returned some three months later and they find they have not solved their problem or made the decision, it might inspire them to become active.

Note: The procedural items from 1 to 10 may be changed, depending on the age and level of the group.

Option III – Value Priority List

Ask participants to list on a piece of paper the personal and work values they have identified as being of utmost importance to them. Next ask them to take a clean sheet of paper and at the left-hand side of the page to number it from 1 through 10. In these spaces, have them record in rank order (from their previous list) their most important value opposite number 1, and continue recording each value in decreasing order of importance.

To bring this information into tighter focus, you may want to ask participants to take this a step further. Ask them to record the following scale to the right of their value priority list, just above the values. (See sample below.) Using this weighted scale, with the highest number being the most important, ask participants to assign a weight for each value. Draw a dotted line from the value across the page to the number it has been assigned, and write down the number of the corresponding value.

Weight each value separately, then add the weights. Adjust the sum to total no more than 40 points.

EXAMPLE

		Weighted Scale 0–1–2–3–4–5–6–7–8
1.	High Income	8
2.	Helping Others	1
3.	Prestige	4
4.	Leisure	
5.	Independence	
6.		
7.		

The difficulty in assigning weights to the values can cause some soul searching and the resulting scores can be revealing to the students.

INSTRUCTORS You may or may not choose to engage the group in open discussion after this exercise. It is best to check it out with the group.

3. Skills – the actions you can actually do, and do well. What you can do or what you can learn to do will give you a clearer picture in what kind of place you want to use your skills. There are three steps toward making your skills work for you: 1) identification – examining what you can do; 2) labeling – choosing the best language to define your skills; and 3) transferring the previous two into which occupations you can best use your skills.

INSTRUCTORS The handouts and exercises in Sections IX and X of the Basic Model can be adapted and used for this segment.

You may also want to recommend to your participants *The Quick Job Hunting Map* by Richard N. Bolles, which has been incorporated into the latest edition of *What Color Is Your Parachute?* The exercise on "Your Seven Most Enjoyed or Satisfying Accomplishments" can be very helpful in this workshop.

4. Personality Traits – those factors about ourselves that make us the individuals we are. While it is not known for certain what types of people do the best in certain jobs, an analysis of your personality and what a particular career demands is only common sense. As an example, if you are outgoing and like to work outdoors, you would not enjoy a career which confines you to a small space inside and isolates you from other people.

INSTRUCTORS Exercise C, Descriptive Words Checklist, in Section IV of the Basic Model, is appropriate for use in a discussion on personality traits.

***

The information that has been generated through the exercises on interests, values, skills, and personality traits should be recorded on the "You" page.

After the participants have had time to examine the overall results, discuss how these results may affect a non-traditional career.

Reality factors need to be brought into the discussion. Some appropriate questions may be:

1. What do you see as barriers in obtaining a position in a non-traditional field?
2. Would any factor listed on the "You" page help or hinder your obtaining employment in a non-traditional career field?
3. Can any non-traditional career field be eliminated on the basis of the gathered information on the "You" page?
4. What type of employment is suited to your strongest factors?
5. Are there any factors you would like to change?

As an added activity, you may want to ask participants to work through an exercise on reality factors. Print this material with sufficient space allowances for writing, and distribute it as a handout to participants. (A sample is included at the end of this section.) This enables the material to be used as a homework assignment or at the workshop, depending on time frames.

B. Occupational/Avocational Needs
Time: 15-30 minutes
Materials: Handout on Occupational/Avocational Needs

INSTRUCTORS

Review the completed "You" page, asking participants to select those interests, values, skills and personality characteristics they consider to be primary – those that are most important to them. Participants then are to ask themselves a question (see below) for each one of the items listed on the "You" page; determine the primary needs; and record them on the handout sheet, Occupational/Avocational Needs.

Question: Do you want to spend most of your time and energy meeting this need?

If participants answer yes, then it is probably an occupational need, since a majority of working hours and energy are spent in an occupational setting. If any items do not meet this criterion, record them in the section for avocational needs.

YOU*

INTEREST

__________ __________ __________ __________ __________ __________

__________ __________ __________ __________ __________ __________

__________ __________ __________ __________ __________ __________

Notes to yourself:

VALUES

__________ __________ __________ __________ __________ __________

__________ __________ __________ __________ __________ __________

__________ __________ __________ __________ __________ __________

Notes to yourself:

SKILLS

__________ __________ __________ __________ __________ __________

__________ __________ __________ __________ __________ __________

__________ __________ __________ __________ __________ __________

Notes to yourself:

PERSONALITY TRAITS

__________ __________ __________ __________ __________ __________

__________ __________ __________ __________ __________ __________

__________ __________ __________ __________ __________ __________

Notes to yourself:

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*From Jim Hortin, Jim Stinson, Keith Taylor, Phil Storey, and Greg Jacobson, *RACE: A Realistic Approach to Career Education* (Dallas: Human Resource Development Center, Richland College, 1976).

EXPLORING YOUR INTERESTS*

OUTDOOR INTERESTS – This refers to a preference for work or activities that keep you outside most of the time and allows you to be close to many natural things. People with a strong interest in this area may enjoy such activities as going camping, growing flowers or vegetables, raising animals, identifying birds, playing outdoor sports, and generally spending a lot of time in the open air. Foresters, naturalists, fishermen, telephone linemen, ranchers, and farmers are among those high in outdoor interests.

MECHANICAL INTERESTS – This pertains to a preference for working with machines and tools. It includes a liking for such activities as tinkering with old clocks, fixing broken objects, repairing cars, radios, irons, etc., and building and constructing things. Aviators, toolmakers, machinists, plumbers, automobile mechanics, and engineers are among the examples of some jobs involving high mechanical interest.

COMPUTATIONAL INTERESTS – This indicates a preference for working with numbers and entails an interest in such things as arithmetic, bookkeeping, and computer science. Bookkeepers, accountants, bank tellers, engineers, and many kinds of scientists are usually high in computational interests.

SCIENTIFIC INTERESTS – This pertains to an interest in discovering and understanding new facts and solving problems. If you have a high interest in this area, you may enjoy working in the science lab, reading science articles, doing science experiments, observing stars, studying about outer space; and issues involving plants and flowers. Physicians, chemists, engineers, laboratory technicians, meteorologists, dieticians, and aviators are some who have a high interest in science.

PERSUASIVE INTERESTS – This involves an interest in meeting and dealing with people, in convincing others of the justice of a cause or a point of view, or in promoting projects or things to sell. People with high interests in this area may enjoy such activities as debating, selling advertising space for newspapers, giving talks in class and fund raising. Most salesmen, personnel managers, and buyers have high persuasive interests.

ARTISTIC INTERESTS – This refers to a preference for doing creative work with one's hands. It includes a liking for such activities as painting, drawing, sculpturing, decorating a room, designing clothes, working in designing play sets, clay modeling, taking photographs, making posters, and lettering signs. Artists, sculptors, dress designers, architects, hairdressers, and interior decorators are examples of people with high artistic interests.

LITERARY INTERESTS – This involves an interest in reading and writing. Individuals with a high interest in this may enjoy taking English classes, doing literary quizzes and crossword puzzles, reading poetry, writing for magazines and writing poetry and short stories. People with literary interests include novelists, English teachers, poets, editors, news reporters and librarians.

MUSICAL INTERESTS – This involves an interest in music and is usually demonstrated by people who enjoy going to concerts, playing an instrument, singing, reading about music and musicians, and studying harmony and composition. Musicians, music teachers, singers, music critics, music store owners and salesmen, and stereo repairmen are among those who have high musical interests.

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*Walz, G.R. and L. Benjamin, Life Career Development System. Ann Arbor, MI: Human Development Services, Inc., 1975.

SOCIAL SERVICE INTERESTS – This indicates a preference for activities that involve people and helping them. Individuals with a high interest in this area enjoy working with sick and needy people, helping others solve their problems, promoting humanitarian causes, and generally helping make the world a better place. Nurses, young people group leaders, counselors, tutors, social workers, hospital attendants, and ministers, rabbis, and priests are among those high in this interest area.

CLERICAL INTERESTS – This refers to an interest in activities that are clearly defined and involve specific tasks requiring precision and accuracy. Typing, shorthand, record keeping, filing, letter writing, and answering questions usually appeal to people with strong clerical interests. Jobs such as bookkeepers, secretaries, accountants, file clerks, salesmen, statisticians, teachers of commercial subjects and office managers fall in this area.

ACTIVITIES I ENJOY*

Areas of Interest	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	TOTALS
OUTDOOR																
MECHANICAL																
COMPUTATIONAL																
SCIENTIFIC																
PERSUASIVE																
ARTISTIC																
LITERARY																
MUSICAL																
SOCIAL SERVICE																
CLERICAL																
OTHERS																

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*From G.R. Walz and L. Benjamin, *Life Career Development System* (Ann Arbor, Michigan: Human Development Services, Inc., 1975).

TWENTY THINGS I LOVE TO DO*

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ______________________________

10. ______________________________

11. ______________________________

12. ______________________________

13. ______________________________

14. ______________________________

15. ______________________________

16. ______________________________

17. ______________________________

18. ______________________________

19. ______________________________

20. ______________________________

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*From Jim Hortin, Jim Stinson, Keith Taylor, Phil Storey, and Greg Jacobsen, *RACE: A Realistic Approach to Career Education* (Dallas: Human Resource Development Center, Richland College, 1976).

REALITY FACTORS

Reality factors highlight the self-imposed limitations that affect your job search and ultimately employment. In recognizing and accepting these reality factors you are in a better position to reach your career objectives.

A. List the time involvement that you devote to your personal and family responsibilities. Examples might include education, social or civic activities, children, exercise, etc.

CATEGORIES	TIME INVOLVEMENT IN HOURS/WEEK
1.	
2.	
3.	
4.	
5.	
6.	

B. Rank your time priorities in order of importance to you.

1.
2.
3.
4.
5.

C. Do you anticipate peer or family resistance to your vocational choice? If so, how do you plan to meet this resistance?

D. Following is a list of some reality factors which must be considered in making a career selection. Circle the ones most applicable to you, and then write a sentence stating how each factor will affect your career choice.

Age
Sex
Health
Physical Limitations
Marriage
Family Responsibilities
Competitiveness of Job Market
Change in Life Style
Hours Required by Work
Religion
Transportation
Children
Race
Education
Other

E. What is your dominant need at this time?

What is your primary reason for working?

Will your search for self-fulfillment realistically be found in working, or does working present a vague answer to your need?

F. Are there any emotional anxieties that would handicap your pursuit of employment?

Will such handicaps affect your jbo performance?

How can these anxieties be resolved;

G. Do you have any personal requirements that you wish to retain that will directly affect the type of job you pursue?

Could your personal needs be realistically met through social, civic or volunteer experiences, rather than through your career choice?

H. Most career-oriented women devote 5 to 10 years in an occupational field working toward the development of their career goals. They have taken compromise positions that allow them to build skills. Are you career oriented?

Could you commit yourself to this attitude?

If you are not career oriented, then describe the kind of position for which you are looking?

REALITY FACTORS SUMMARY

The game player is the person who endlessly repeats "I want a job"; however, these women find continuous obstacles to hinder their search. They are too relaxed in the search, and they drop such excuses as:

> "I would work, but . . ."
> "Poor me, I can't find a job."
> "I am overeducated and overqualified."
> "I don't have any special skills."
> "I don't know where to look for a job."
> "I will look this fall."
> "I don't know what I want to do."

If you are one of these women, stop playing games with yourself and face reality. Spend your energy in exploring the reason that keeps you from succeeding and the reason you play the game.

OCCUPATIONAL/AVOCATIONAL NEEDS*

	INTERESTS	VALUES
OCCUPATIONAL NEEDS	SKILLS	PERSONALITY TRAITS
	INTERESTS	VALUES
AVOCATIONAL NEEDS	SKILLS	PERSONALITY TRAITS

---

*From Jim Horton, Jim Stinson, Keith Taylor, Phil Storey, and Greg Jacobson, *RACE: A Realistic Approach to Career Education* (Dallas: Human Resource Development Center, Richland College, 1976).

IV. THE EMPLOYMENT SEEKING PROCESS

INSTRUCTORS

The purpose of this section is to increase particpants' awareness of techniques for securing employment in a non-traditional field for women.

A. Panel Discussion

Time:	Panel Members, 15 minutes each	45 minutes
	Questions from Participants	30 minutes
Materials:	Panel Discussion Outline (page 316)	
	Facilities to accommodate panel	
	Any materials panel members may wish to distribute	

INSTRUCTORS

Well in advance of this section, organize a panel of at least three women who are employed in non-traditional careers.

The purpose of this panel is to provide participants with an opportunity to hear and ask questions about the firsthand experiences of women actively employed in representative non-traditional careers.

Panel members should be asked to discuss various aspects of their careers and be prepared to respond to specific questions from the participants. Help prepare in advance some questions for the panel to help initiate group discussion.

Prospective panel members can be selected from any of the non-traditional occupations available within your community. Watch newspaper stories for good prospects, as well as contacting those organizations who hire and train in these occupational categories. It is suggested that an initial contact with the panel members be made by telephone to explain the purpose of your request and to determine interest and availability for the time and date the panel is scheduled. Follow up the telephone call with a letter confirming acceptance of the invitation and including an outline to help them prepare. Check with the panel a day or two before as a reminder. Be sure to follow up with thank-you letters and include any positive feedback received from the participants. This also may be a good opportunity to get some publicity for your workshop or the organization.

B. Goal Setting/Decision Making

Time:	45 minutes
Materials:	Handouts; see especially Goal Setting Criteria, page 318

INSTRUCTORS

The purpose of this activity is to encourage participants to select a non-traditional career and begin establishing goals toward entering that profession.

1. Ask the participants to review the previously gathered data and any research they have done on non-traditional careers. On the basis of this information, they are to choose a non-traditional career which they feel would best fit their needs and not conflict with any stated values. Allow several minutes for the group to evaluate the information and make a career selection.

2. Discuss the goal-setting and decision making process. The material on goal setting included in the Basic Model, Section II, is appropriate for use here. An additional option is included. You may also find it helpful to record on newsprint a sample such as the following:

GOALS CHART

Goal	Date Set	Date to Be Accomplished	Date Accomplished	Priority Number

C. **Job Campaign Checklist**

Time: 45-60 minutes

Materials: Using Employment Agencies (page 175); Resume Writing Suggestions (page 182); Sample Resumes (pages 183-185); Sample Covering Letters (pages 186-187); Job Campaign Checklist (page 313) and samples of applications and ads obtained from local sources

INSTRUCTORS The purpose of this activity is to discuss those types of activities that need to be accomplished in order to secure employment – to assist participants in identifying what tasks have been completed and what tasks remain to be done.

JOB CAMPAIGN CHECKLIST

Which of these steps have you taken in preparation for employment?

Examined and researched the job market

Identified my needs and skills

Identified a career field in which my needs can be met and my skills employed

Researched my chosen career field through information interviews

Contacted prospective employers

Contacted employment agencies

Examined classified ads

Referred to yellow pages as a resource for employment

* Prepared a resume

* Prepared a letter of application

* Filled out an application form

Prepared for interviews

* Prepared for salary negotiation

Note: Explain to participants that some entry-level jobs in non-traditional career fields do not require resumes or application letters. Some small companies do not have official application blanks. In some instances, there is only one stated salary, and there is no room for negotiation at the beginning level.

1. Discuss the items on the Job Campaign Checklist. It may be useful to pre-list the items on newsprint or a chalkboard to facilitate the discussion.

2. Choose an ad for a non-traditional job in your community. Prepare a sample letter of application to apply for that job to give participants an idea of what can be done. This can be prepared as a handout.

D. Application Forms

Time: 1 hour
Materials: Sample application forms (to be obtained by instructor)
Key Words and Abbreviations handout (page 322)

INSTRUCTORS This activity is designed to assist participants in the successful understanding and completion of application forms.

1. Prior to this session, ask that participants accumulate and bring to the meeting information that will be required to complete an application blank:
   - educational records or information
   - social security number
   - listing of work experience, paid and unpaid
   - personal and employment references

2. Distribute actual application forms (deleting the organizational identification, etc.). A variety of forms will stimulate group discussion later.

3. Give a mini-lecturette on the importance of the application form, etc.

4. Allow participants time to complete an actual application form; then open for group discussion of any reactions or questions.

E. Interviewing Techniques/Role Playing

Time: 1½ hours
Materials: Handouts on Interviewing, pages 192, 197, 201 and 202

INSTRUCTORS Section XIV on Interviewing Techniques from the Basic Model is appropriate for use here. Handouts would be the same.

1. Present a lecturette, covering information from Section XIV of the Basic Model.

2. Role play non-traditional career interviews.

Some suggestions for role playing these interviews includes:

a. When setting up a role-playing situation, give the participants a clearly defined situation. The setting, as well as the characters being played, needs to be described.

b. Allow the participants a few minutes to imagine what the setting is like and who the characters are; help them feel and think about the characters so they can put themselves into the role; assist them in trying to imagine what the character looks like, what type of clothing the character will be wearing, the actions, expressions, etc.

Note: This information can be given openly in the group. Again, there may be times when you will want to maximize the reality of the experience, in which case you would prepare the above volunteers for their individual roles away from each other and the group.

c. When the role playing begins, emphasize that it is important not to leave the character until role playing has stopped. Do not make comments such as "At this time I would . . ." Do not explain to the audience what the character is doing; rather, act it out.

Suggested role-playing situations:

A.	Applicant:	Auto mechanic applying to work in the service and parts department of a large car dealer
	Interviewer:	Manager of the service department
B.	Applicant:	Bricklayer applying to large home-building company
	Interviewer:	Personnel director
C.	Applicant:	Electrician's helper applying to home building company
	Interviewer:	Initial interview with the personnel director was successful; all qualifications were in order. The applicant has been called back to interview with the foreman at the job site, who has never had a female working with him before.
D.	Applicant:	An opening in an apprenticeship program for carpentry
	Interviewer:	Director of the program

V. CLOSURE

INSTRUCTORS The suggested activities for this section are exactly the same as those for closing activities in the Basic Model. Please follow the instructions for Section XVI.

> *"I found this course a tremendous help for all women and it needs to be publicized and passed on to more women."*

PANEL DISCUSSION OUTLINE

Date: (Give day of week, month and year)

Time: (Arrive by:)
(Panel presentation begins:)

Place: (Give specific instructions about the location, who will meet them, etc.)

Purpose: The purpose of this panel is to help the participants of the workshop to look at different careers and what would be involved in pursuing a career generally considered non-traditional for women.

Format: Introduction of panel members by workshop facilitator. Each panel member is asked to speak for 15 minutes. There will be a 30-minute period after all members have spoken in which participants will be allowed to address specific questions to the panel members.

The following is an outline of some of the things we would like for you to discuss. You do not have to speak on each item, but choose several to which you feel you can speak rather openly and directly. Anything you feel you can and would be willing to share about your personal history and how you became the person you are today would be very helpful.

DISCUSSION GUIDE

I. The Decision

A. Discuss your reasons for choosing and entering a non-traditional career field. What influenced your decision?
B. What reactions did you experience from others (especially family) regarding your decision? How did you deal with the reactions?
C. How extensively did you research your chosen career field before making a decision? What did you do? Where did you get the information?

II. The Problems

A. Talk about any barriers you personally had to face and deal with before, during, and after your training.
B. Share any difficulties you encountered in securing employment.
C. What advice would you give other women who are trying to do the same thing you did?

III. The Rewards

A. Relate how and why you feel you are successfully employed in your chosen career field; if you do not feel you are successful, what kinds of things are keeping you from it?

B. Tell about any rewards, growth, satisfactions, etc., you receive from your chosen field.

C. Describe the next step you plan to take, if any.

GOAL-SETTING CRITERIA:
GUIDE TO CAREER-GOAL ACCOMPLISHMENT

This paper is designed to help you create a plan for attaining a long-range goal which is important to you. The steps are modeled according to the way many people think when they are in the process of accomplishing something significant. Following these steps should help you improve your ability to achieve goals.

Pick the career goal or goals you most want to work on by____________
(state deadline)____

In choosing this goal you should consider:

1. The importance of the goal
2. The ease of attainment
3. Whether the goal is in conflict with other goals (and would, therefore, require working on those other goals)

The main thing is to get clearly in mind what you are striving for. The following guide should help you do this.

I. DEFINE YOUR CAREER GOAL

1. State as exactly as possible what goal you want to achieve by
(state deadline)____

Now think about your goal in terms of the following:

2. (Need) How important is it that you achieve this goal?

3. (Conflicts) How does this goal relate to other goals? What conflicts are there?

4. (Successful feelings) How will you feel when you attain this goal?

5. (Failure feelings) How will you feel if you do not attain this goal? (Try to imagine again.) What are your feelings?

6. (Hope of success) What do you think about your chances of succeeding? What will happen if you do succeed?

7. (Fear of failure) What will happen if you fail?

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*From G.R. Walz and L. Benjamin, *Life Career Development System* (Ann Arbor, Michigan: Human Development Services, Inc., 1975)

II. PLAN TO ACCOMPLISH YOUR GOAL

Now that you have defined your goal, the next step is to plan how to achieve it. You should consider the following items:

1. Personal shortcomings to be overcome
2. External obstacles to be overcome
3. Actions which you can do to achieve your goal
4. Help you can get from others

The first two items refer to things which can prevent you from reaching your goal. The last two items refer to things which you and others can do to achieve your goal.

A. REMOVING OBSTACLES

1. What personal shortcomings will keep me from achieving my goal?
2. What external obstacles will keep me from achieving my goal?

Shortcomings or obstacles	**What I can do about it**
	a.______________________________
1.______________________________	b.______________________________
	c.______________________________
	a.______________________________
2.______________________________	b.______________________________
	c.______________________________
	a.______________________________
3.______________________________	b.______________________________
	c.______________________________

B. PLANNING ACTION

What specific things can I do which will move me toward my goal?

1.
2.
3.
4.
5.

C. WHAT RESOURCES WILL HELP ME ACHIEVE THE GOAL?

Who can help me achieve my goal?	What will I ask of them?
	a.____________________
1.____________________	b.____________________
	c.____________________
	a.____________________
2.____________________	b.____________________
	c.____________________
	a.____________________
3.____________________	b.____________________
	c.____________________

SAMPLE RESUME*

Objective To find an entry-level job in electronics, either in assembly or as a technician

Skills Good eye-hand coordination in working with machines, numbers. Able to operate following office machines with speed: 10-key adding machine, calculator, mimeograph, dictaphone, four-line phone.
Type 60 words per minute accurately.
Able to maintain and do basic repairs on typewriter, copy machine, mimeograph.
Effective at supervising two clerical workers.
Proficient at computations and bookkeeping.

EXPERIENCE

7/75-present Clerk-typist, Big Instruments, Inc.
Electronics Parts Department
Supervisor: Mr. John Brown, Supervisor, Parts Department

5/74-7/75 File clerk, Citywide Insurance Company
Accounting Department
Supervisor: Ms. Clark, Assistant Department Head, Accounting

Education

4/75-7/75 Career Technical Institute
Three months training in Secretarial Science: typing and bookkeeping

9/71-5/75 Franklin High School
Participated in Vocational Office Education Program: learned basic office skills, including typing, filing, 10-key adding machine, calculator

Personal

4/77-present Treasurer, County Secretarial Association
Excellent health
Play guitar

References Available upon request

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*Reprinted by permission, Women's Center of Dallas, Employment Information Service.

KEY WORDS AND ABBREVIATIONS

You will find many of the same words used on different application forms, so it is important to understand and recognize these words. Due to lack of space, many words are abbreviated. A study of the words and abbreviations in advance can reduce any feelings of nervousness and uneasiness you may feel when actually called upon to complete an application for a job. If you don't know for sure what the words listed below mean, be sure to look them up in a dictionary first.

Abbreviations

BD	Birth Date	Add	Address
DOB	Date of Birth	M or m	Male
Yr.B	Year of Birth	F or f	Female
Res	Residence	M	Married
Off	Office	D	Divorced
Pho	Telephone	S	Single
Tel	Telephone	Sep	Separated
No	Number	H of H	Head of Household
Mo	Month	Soc. Sec.	Social Security
Yr	Year	S.S. No.	Social Security No.
H or Ht	Height	Avg	Average
W or Wt	Weight	Dept	Department
Exp or exper	Experience	ZIP	Zip Code
wpm	words per minute	Grade Pt	Grade Point
Hr	Hour	HS	High School
Wk	Week	Grad Sch	Graduate School
Mo or Mon	Month	Voc Sch	Vocational School

Words

apprentice
application
aptitude
arrest
birth certificate
bonded
carefully
category
character
chronic
citizen
compensation
confidential
contact
contract
convicted
counselor
courses
defect

dependents
disability
discharged
dismissed
documents
education
eligible
emergency
employed
employer
excluding
experience
federal
fee
felony
fill
form
foregoing
graduate

health
illness
information
injury
institution
insurance
interview
interviewer
job related
legibly
location
maiden name
marital status
medical
misdemeanor
misrepresentation
naturalized
notification
negotiable

negotiate
occupation
offense
omission
operator
permanent
permit
personnel
physical
position
previous
private
qualifications
qualified
questions
record
reference
relationship
relatives

residence
retroactive
reverse side
salary
self-employed
serious
sex
signature
social security
specify
spouse
status
supervisor
telephone
type
workers compensation
unemployment insurance
zip code

MODIFICATION 5
THE FACULTY WORKSHOP

The Faculty Workshop was designed to be of assistance to those faculty members teaching courses which generally have had few or no women students enrolled, such as carpentry, welding, auto mechanics, and others in the technical occupation areas. The purpose and objectives are listed in the following outline.

Instructors for this workshop generally need the same skills and experience as those outlined for instructors of the Basic Model and Modifications. It is important, however, that at least one member of the team be a staff or faculty person associated with the educational institution for which the workshop is being conducted.

The workshop was designed to have more of a typical classroom approach than other workshop models. Time elements are not included in the training outline. A suggested flow of activities is given. Time segments will vary greatly, depending on the needs and awareness level of the particular group. Staff/faculty instructors will be able to determine the time sequencing that will be best for their groups.

The workshop is designed to take four hours. The workshop can be divided into two 2-hour segments presented on weekday mornings, afternoons, or evenings; or it can be presented in a 4-hour block during the week or on a Saturday morning, whichever time frame suits participant and institutional needs. Experience with both models proved the 4-hour concentration to be the most fruitful. If the workshop is divided into two segments, it is advisable not to allow new people to enter the second session. There isn't sufficient time to bring them up to date, and adding new participants would inhibit cohesive interaction by the group.

Membership in the first workshop held as a demonstration model was heterogeneous. The second workshop group was exclusively involved in the technical occupation area. Both groups work; however, the homogeneous group is preferred. There was definite value in the sharing of expertise and difficulties between peer group members. Camaraderie was easier to establish and allowed the group to center their attention on the departmental needs of their institution.

The activities of this workshop offer some freedom in adjusting to the needs of any one group. If the group comes into the workshop with an existing high-level awareness of the changing roles of women, participants may prefer working on a specific activity for a longer time. Some activities may not be applicable at all. On the other hand, if the group's awareness is relatively low, they may need as much diversity as possible. Various activities and options are given in the hopes of achieving sufficient flexibility to meet differing group needs.

Two different forms were used for pre- and post-measurement evaluations. Both forms are included in the Evaluation section of this book. One has been validated and one has not. They are meant only as general guidelines so individual participants can gauge whether or not they changed attitudes and if so, in what way.

Routine procedures for staff development workshops were followed in recruiting participants for the workshop. Efforts should follow the policies and procedures of the individual educational system. Among other points, the following need to be included:

- Get the approval of appropriate administration, faculty and staff personnel for workshop scheduling and inclusion on class schedules, in program announcements, and in other school publications.
- Place display ads in campus newspaper as well as in community daily newspapers.
- Make presentations at various meetings for contact with as many faculty members as possible.
- Make individual appointments with all faculty chairpersons to discuss the purposes of the workshop and to secure their support in encouraging faculty personnel to attend.
- Distribute flyers announcing the workshop to all full-time and part-time faculty.
- Make personal calls and visits to specific faculty members who are possible candidates for the workshop.
- Get OK for distribution of flyers in on-campus mailboxes for all full-time and part-time faculty members.
- Secure clearance for, and distribution of, workshop information to faculty members of other campuses or schools related to the parent institution.
- Make arrangements for pre-registration via campus mail.
- Make arrangements for registration on the date of the workshop.

WORKSHOP SCHEDULE

Overall Objectives

I. Registration

II. Introduction

III. Pre-Measurement Inventory of Attitudes toward Women

IV. Overview of the Workshop

V. Get-Acquainted Activities

VI. Factual Information

- Objective 1
  - Activity 1: Scrambled Myths and Realities
  - Activity 2
- Objective 2
  - Activity 1
- Objective 3

Closure – Part I

VII. Personal Attitudes toward Women

- Objective 1
  - Activity 1
- Objective 2
  - Activity 1
  - Activity 2
- Objective 3
  - Activity 1

VIII. Plan of Action

- Objective 1
  - Activity 1
- Objective 2
  - Activity 1
- Objective 3
  - Activity 1

Closure

THE FACULTY WORKSHOP

TITLE

"What Do We Do with Them Now That They're Here?"
A staff development program for faculty

GOALS

To encourage positive attitudinal change by faculty toward women students.

To assist faculty in recognizing the desirability of accepting female students who wish to enroll in courses which have been non-traditional for women.

To motivate faculty to develop a plan for recruiting women students into courses generally considered non-traditional for women.

RATIONALE

Women students are being encouraged generally by our society, and specifically by college personnel who do academic advising and career guidance, to consider a full range of career options. Because of their career and life planning, some women students are now asking to enroll in courses which have had few or no women students in the past. Faculty who teach courses which have been non-traditional for women are now being asked to accept women students.

Faculty are more likely to help facilitate the entry of women students into non-traditional areas when they have had the opportunity to be involved with their colleagues in analyzing national employment trends for women; to consider how these trends affect the courses they teach locally; to discover in a positive environment what their own attitudes are about women; and to decide what they wish to do with all this information.

OBJECTIVES

To provide factual information about national employment trends for women.

To identify factors which have kept college courses traditional or non-traditional for women.

To list the abilities necessary for successful performance by entering students in specific courses.

To demonstrate that both male and female students can possess the abilities necessary for success in any specific course.

To assist faculty in identifying attitudes they hold about women students.

To identify any stereotypical attitudes faculty hold which are negative toward women.

To assist faculty in examining any negative attitudes they presently hold toward women but may be willing to change or give up.

To encourage faculty to work together to develop a plan of action for increasing the numbers of women in their courses and maximizing the possibilities of success for women students after they are enrolled.

ABSTRACT

This workshop begins with factual information about national employment trends for women, moves next to personal attitudes faculty members hold toward women, and concludes with a Plan of Action faculty members will design for recruiting women students they would wish to have enrolled in their courses.

In all three sections, there will be didactic as well as experiential methods used for teaching. Emphasis will be placed on the experiential process of involving faculty together to consider how they are willing to respond to requests that they accept women students in courses which have had few or no women students in the past.

FORMAT

Total workshop time is four hours.

Maximum of 20 participants; two instructors, preferably one male and one female. A minimum of six participants is required for an effective workshop. Material needs are listed in individual exercises; but general needs include:

Chalk and Chalkboard or
Flip Chart, Newsprint and Marking Pens
Participant Packets
Instructional Materials
Films (Optional)
Ashtrays, Drinks, etc.
Evaluation Instruments
Handouts

"WHAT DO WE DO WITH THEM NOW THAT THEY'RE HERE?"

A workshop for faculty who teach courses which have traditionally had a low female population.

OVERALL OBJECTIVE

Assuming that the participant teaches courses which have traditionally had a low female population, the participant will recognize the desirability of encouraging female students to enter these courses and, in cooperation with other faculty, will develop a plan to facilitate the entry of qualified women students into their courses.

Part I Objective – Factual Information

By contributing to group discussion, participants will demonstrate an awareness of the national employment trends of women and the effect these trends are having on __________________ and on each faculty member's particular area of instruction.

Objective 1

Given information about national employment trends for women, participants will demonstrate an awareness of these trends by taking part in a group discussion.

Objective 2

While thinking about the courses they teach, the participants will, either alone or with others in related fields, list those abilities necessary for successful performance by students entering these courses.

Objective 3

Considering the abilities needed by students entering their courses, participants will demonstrate an awareness that both men and women students can possess these abilities. Participants will recognize that abilities are not sex-related.

Part II Objective – Personal Attitudes toward Women

Given an opportunity to examine their attitudes toward both men and women students, participants will identify positive and negative attitudes they hold toward women and identify negative attitudes they are willing to give up.

Objective 1

Referring to the questionnaire on attitudes about women used earlier, participants will identify both their own negative and positive attitudes toward women.

Objective 2

By participating in a structured group activity, participants will identify any stereotypical attitudes they hold which are negative toward women.

Objective 3

Having identified any negative attitudes they hold toward women, participants will suggest to the group any negative attitudes they would consider giving up.

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Part III Objective – Plan of Action

Taking into consideration the national employment trends for women, participants will evaluate their own courses as related to these factors and develop a Plan of Action for increasing possibilities for successful completion of these courses by women students.

Objective 1

While examining the requirements for the courses they teach, participants will, either alone or with others in related fields, determine if any course requirements would exclude participation by female students.

Objective 2

Working alone or with others in the fields related to courses they teach, participants will analyze classroom procedures to identify the factors which contribute to successful performance by either men or women students.

Objective 3

Working with other participants in the workshop whose teaching fields are most closely related to their own, participants will develop a Plan of Action for increasing the numbers of qualified women in their courses and maximizing the possibilities of success for those women after they are enrolled.

PRELIMINARY ACTIVITIES

I. Registration

See the Registration section on page 68. Exception: No workshop materials are to be given to participants prior to the beginning of the workshop session.

II. Introduction

Instructors should introduce themselves, giving a brief biographical sketch with particular reference to their qualifications for leading the workshop. A description of the presenting organization(s), together with the reasons for the workshop, should be included.

III. Pre-Measurement Inventory of Attitudes toward Women (Optional)

Some groups may choose to use a pre- and post-measurement inventory as part of this learning experience. The post-measurement can be administered immediately following the workshop; however, due to the brevity of this design, it is recommended that the post-measurement be used for follow-up a month or six weeks after the workshop.

If the choice is to use this form of measurement, the inventory should be conducted prior to any other activity so that its validity is not affected.

1. Hand out the inventory to participants, assuring them that the information is confidential and for their individual use.

2. Ask participants to place their name in the upper right-hand corner of the inventory for the purpose of later matching with the post-measurement inventory. If there is hesitancy, use some device to assure anonymity, such as social security number or mother's maiden name. If the follow-up will be done by mail, however, personal names will have to be used.

IV. Overview of the Workshop

Suggested Comments:

You have received a sheet (if the workshop outline is not prepared as a handout, chart it on newsprint or a chalkboard) titled **"What Do We Do with Them Now That They're Here?"** Listed are the topics we will be considering during the four hours of this workshop. You can see a little about the content but nothing about the process we have planned. This workshop is designed to include a few brief lecturettes, one or two audiovisual presentations, some printed handouts, your reactions to the material presented, and interactions with one another.

You, more than we, are the experts in the areas we will be discussing. You are in the classrooms, and you have a lot to tell about what will happen when women students begin to enter classes that have been traditionally masculine.

We will be serving as facilitators for this experience. We have some factual information to give you and some tools you can use as you deal with changes which are happening in colleges in general and in ________________ in particular.

We appreciate your presence and look forward to our time together. Now let's move to an activity that will tell us who's here and what brought you together today.

V. Get-Acquainted Activities

Some people in attendance may possibly be acquainted with every other person present. Others will not be acquainted with more than one or two persons in the group.

1. Ask participants to find a partner they know only slightly or not at all. (If there are an odd number of participants, the instructor may allow one group of three or choose to participate in the activity personally.)

2. Allow five minutes for partners to talk with each other, learning:
   - names
   - courses they teach
   - why they are here
   - (ask women) what is the most (masculine) thing you do?
   - (ask men) what is the most (feminine) thing you do?
   - how has your attitude toward women changed in the last ten years?

3. Ask partners to introduce each other to the group, telling:
   - names
   - the most masculine/feminine thing your partner does and the way attitudes toward women have changed in the past ten years.

     OR

   - why that person is here

PART I – FACTUAL INFORMATION

Objective 1

Given information about national employment trends for women, participants will demonstrate an awareness of these trends by taking part in a group discussion.

Activity 1: Scrambled Myths and Realities

Materials: Copies of Scrambled Myths and Realities (two sheets), pages 335-338

Introductory comments and instructions for activity:

We're going to play a game in which you will be able to test your knowledge about women in the labor force. The source of these facts is the U.S. Department of Labor.

1. Divide the group into small groups of three to five people each.
2. Each group will need a copy of the Myths sheet and the Realities sheet.
3. First, participants each are to work alone, matching the myths and realities; then they are to work with others in the group to arrive at one set of answers. The group is to reach a consensus in matching the most commonly held myth to the reality or statistical fact, as recorded by the U.S. Department of Labor, that would prove the myth false.
4. Provide a few minutes for any comments participants may want to make about their decision and about the experience of reaching a consensus within their group.

Note: Exercise material at end of Part I

Activity 2

Materials: Statistical information about women in the paid labor force
(to be compiled by instructors)

Note: In order to assure current information, this handout is not included. It is suggested that the relevant statistics nationally and locally be compiled from the sources available. See Section VII of the Basic Model for guidelines.

1. Highlight statistical information about women in the work force, pointing out statistics that are significant and especially relevant for this workshop.

2. Invite participants to respond to the information after it is presented.

3. Distribute any prepared handouts.

Objective 2

While thinking about the courses they teach, participants will, either alone or with others in related fields, list those abilities necessary for successful performance by students entering these courses.

Activity 1

Materials: Worksheet with 26 numbered blanks (see page 339)
"Me" Sheet
"Women Students" Sheet
"Men Students" Sheet

1. Participants are to make a list of a minimum of 15 and a maximum of 25 words or phrases they believe describe the abilities necessary for students who enter their courses. These descriptions may include aptitudes, physical or mental skills, or personality factors.

   Participants may choose to work alone but instructors should encourage them to work with one or two other persons.

2. After each group has completed the list, each person is to be given a sheet titled "Me." On the sheet the person is to write the 15 or 25 words or phrases chosen by her/his group to describe abilities of successful students. (The sheet is not to be shared with the group unless the participant chooses to do so.) On the right side of the sheet, there are three columns, marked "very accurately," "somewhat," or "not at all." Ask each participant to go through the list of words very quickly and mark the column which indicates how s/he views her/himself.

3. When this part of the activity has been completed, instructors may give the participants the option of (a) writing the information about men and women students on the work sheets provided or (b) moving into open group discussion about what the descriptors of men and women students should be.

Note: This exercise works equally well as a verbal group exercise, with the full group participating in the discussion while one of the instructors records information on newsprint or a chalkboard. It is helpful to refer to the information gained in the Get-Acquainted Activities regarding the feminine and masculine things people do.

Option: Include in the overall discussion some identification of factors which have traditionally kept classrooms (courses) primarily male. This can be done verbally as a part of the "success" exercise, or it can be precharted and used as a lead-in, depending on the needs of the group.

Note: Exercise material at end of Part I

Objective 3

Considering the abilities needed by students entering their courses, participants will demonstrate an awareness that both men and women students can possess these abilities. Participants will recognize that abilities are not sex-related.

1. Lead a full-group discussion, stimulated by questions such as the following:
    - Perception questions: "What did you experience when you worked with the various sheets?"
    - Reflection questions: "Will you name one insight you had when you looked at the data on your "Me" sheet as compared with your "Men Students" and "Women Students" sheets?"
    - Interpretation questions: "What does this data tell you about student ability – whether specific abilities are male, female or human?"

CLOSURE – PART I

Instructors: If you have chosen the option of presenting this workshop in the two 2-hour segments, some form of closure activity should be conducted.

Be prepared for at least two possibilities: a group which has little lively interaction and a group in which the interaction is high. For the group which has been mostly quiet, one instructor might say, "Tell (name of other instructor) what you want her/him to **know** about the last two hours. What do you **think** about what we've been doing?" For the group with high interaction, the instructor might say, "When you leave here, each of you will meet someone you will be talking to about the activities of your day. What do you want that person to know about what we've been doing the last two hours? Complete the sentence, This afternoon (or morning) from (time), I . . ." One instructor also should say who such persons are in his/her life and what they want them to know about this experience. This should start the process for sharing and closure.

"It was just a super experience!"

SCRAMBLED MYTHS AND REALITIES*

Myths

________ 1. A woman's place is in the home.

________ 2. Women are not seriously attached to the labor force; that is, they work only for extra "pin money."

________ 3. Older women are given special care in our society.

________ 4. Women don't work as many years or as regularly as men.

________ 5. When women work, they deprive men of job opportunities.

________ 6. Women should stick to "women's jobs" and should not compete for "men's jobs."

________ 7. Women don't want responsibility on the job; they would prefer not to have promotions or job changes which add to their load.

________ 8. Children of working mothers are more likely to become juvenile delinquents than children of non-working mothers.

________ 9. People don't like to work for women supervisors.

________ 10. Women earn as much money as men.

________ 11. Women who stay at home are worth less to society.

________ 12. Women have higher turnover and absenteeism rates than men.

________ 13. Women get married, then quit work.

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*Activity adapted from Texas Teacher Center Project, Women's Equality in Education. These materials were assembled through a Title IV-C grant to the Dallas Independent School District. They are available in *Toward Equality,* a 1977 publication of the District. Used by permission.

SCRAMBLED MYTHS AND REALITIES

Realities

a. Most people who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, the evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those respondents who reacted unfavorably to women as managers.

In another survey in which 41% of the firms indicated they had hired women executives, none rated the women's performance as unsatisfactory; 50% rated performance adequate; 42% rated it the same as that of their predecessors; and 8% rated it better than that of their predecessors.

b. The Social Security Administration has published a study which shows that the value of a homemaker's work is about $5,500. A woman who has young children in the home is "worth" $7,500, says the same study. The figures were derived by multiplying the hours spent in various tasks by the prevailing hourly wage for each activity, based on how much commercial and private employers were paying. The median yearly earnings of all full-time workers is approximately $8,500.

c. Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

d. There were 31.5 million women in the labor force on the average in 1970. The number of unemployed men was 2.2 million. If all the women stayed home, and unemployed men were placed in the jobs held by women, there would be 29.3 million unfilled jobs.

Moreover, most unemployed men do not have the education or the skills to qualify for the jobs held by women, such as secretaries, teachers, and nurses.

In addition, the majority of the 7 million single women in the labor force support themselves; and nearly all of the 5.9 million widowed, divorced or separated women who are working or seeking work support themselves and their families. They also need jobs.

e. While it is true that many women leave work for marriage and children, this absence is only temporary for the majority of them. They return when the children are in school. Despite this break in employment, the average woman worker has a work-life expectancy of 25 years, compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

f. Jobs, with extremely rare exceptions, are sexless. Women are found in all of the 479 occupations listed in the 1960 census. Tradition, rather than job content, has led to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.

g. Of the 31 million women in the labor force in March 1970, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than \$7,000 – incomes which, by and large, did not meet the criteria established by the Bureau of Labor Statistics for even a low standard of living for an urban family of four.

h. Today half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the growth of the nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

i. Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with the job responsibilities in addition to personal or family responsibilities. In 1970, 4.3 million women held professional and technical jobs; another 1.3 million worked as nonfarm managers, officials, and proprietors. Many others held supervisory jobs at all levels in offices and factories.

j. Half of all employed women earned less than \$5,323, compared with \$8,966 for men; only 7% of women earn over \$10,000, compared with 40% of men. And, women are losing ground: in 1955, women's median earnings were \$63.9% of men's; in 1970 they had dropped to 59.4%.

k. Aged women are among the most impoverished; half of them have an income of only \$1,888. Two out of three elderly people are women; 10.5 million aged 55 or older are "on their own."

l. Numerous studies have found that turnover and absenteeism were more related to the level of job than sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of employees.

m. Sixty percent of working women are married, and one-third of all mothers work.

KEY FOR MYTHS AND REALITIES ACTIVITY

1. m
2. g
3. k
4. h
5. d
6. f
7. i
8. c
9. a
10. j
11. b
12. l
13. e

Activity 1 – Objective 2
Prepare four full-size sheets for use by participants. An outline of what to include on the sheets follows.

Sheet 1
List abilities (15 to 25) needed for successful students. These may include descriptions of aptitudes, physical or mental skills, or personality factors.

1. ____
2. ____
3. ____

(Continue numbers and ruling when reproducing)

Sheet 2
Look at the words and phrases you have written and very quickly mark the column which indicates how you view yourself.

ME	Very Accurately	Somewhat	Not at All

(Continue lines when reproducing)

Sheet 3
Look at the words and phrases you have written and very quickly mark the column which indicates how you view men students.

MEN STUDENTS	Very Accurately	Somewhat	Not at All

(Continue lines when reproducing)

Sheet 4
Look at the words and phrases you have written and very quickly mark the column which indicates how you view women students.

WOMEN STUDENTS	Very Accurately	Somewhat	Not at All

(Continue lines when reproducing)

---

*Exercise designed by Susie Dean, Coordinator, Human Development Resource Center, Eastfield College, Dallas, Texas.

Note: If the decision has been made to offer this workshop in two separate segments, an effort should be made to smooth the transition into the second section and re-consolidate the group members. You may ask, for example, "What have you experienced since our last meeting that particularly relates to this workshop?"

PART II – PERSONAL ATTITUDES TOWARD WOMEN

Objective 1

Referring to the questionnaire on attitudes toward women used earlier, participants will identify both their own negative and positive attitudes toward women.

Activity 1

1. Ask participants to remember the questionnaire used earlier in the session, other work sheets, group discussions, etc.

   While they are remembering these, ask each participant to make a **mental list** of at least three attitudes s/he holds toward women. It is equally important to list positive attitudes as well as negative ones.

   If a participant has gotten in touch with an attitude she/he did not know s/he held toward women, it would be especially important to include this one on the mental list.

   After the decision has been made mentally, ask the participants to jot these down on a piece of note paper or to be sure to remember them, as they will be referred to later on.

Objective 2

By participating in a structured group activity, participants will identify any stereotypical attitudes they hold which are negative toward women.

Activity 1

1. Ask each participant to join in a completion-of-sentences exercise.

   Starting with one participant who either volunteers or is designated by the instructor, each participant in turn will be asked to finish a sentence. Sentences are changed as the instructor designates.

   If a participant prefers not to answer, skip that person and come back to him/her later.

   Suggested sentences:
   - "One new thing I discovered about my own attitude toward women is . . ."

- "One new thing I discovered about my own attitude toward men is . . ."
- One stereotype I live with and like because I think it is true is . . ."
- "Women in my classes are (would be) . . ."
- "If I decided to change one attitude I have about women, it might be . . ."
- "A woman coming into my class might see . . ."
- "A woman coming into my class might feel . . ."
- "A barrier I might be creating for women or men in my classes is . . ."
- "I could not teach women in my courses because . . ."
- "A stereotype I live with, don't like, and might be willing to change is . . ."

Activity 2

Materials: Tape: "The Story of Sleeping Handsome";* cassette tape recorder

1. Play the tape, asking each participant to identify and remember any stereotypical attitudes he/she hears which are negative about women.

2. After the tape has been played, participants are to name and discuss the negative attitudes they heard.

3. The instructors need to mention, if one of the participants does not, that the attitudes can be seen so clearly in this story because of the male and female role reversals.

4. The instructors should comment that everyone holds stereotypical views. Instructors should mention at least one of their own stereotypical views.

   Ask participants to mention any of their own views they consider to be stereotypical. Using the flip chart or a chalkboard, write out the stereotypes so participants can see them.

Option: Some discussion may also be provoked about what happens when roles are **reversed** for men and women rather than **renewed**. Eliminating/diminishing stereotypes is necessary for renewal. This can also lead to a discussion about the fears which cause resistance to change.

Objective 3

Having identified any negative attitudes they hold toward women, participants will suggest to the group any negative attitudes they would consider giving up.

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*A segment of "And That's What Little Girls Are Made Of"; see bibliography, p.

Activity 1

Materials: Chalk and chalkboard, or newsprint and marker

1. Ask each participant to recall the mental list of at least three attitudes s/he holds toward women and the stereotypical views each one mentioned a little while earlier.

2. One instructor should write on the chalkboard or newsprint any negative attitudes the participants would be willing to consider giving up. The other instructor should lead the group in discussion. It is important for the instructors to emphasize that this is a group list, so that participants do not feel exposed or singled out for negative attitudes.

3. It is also important to reinforce positive attitudes. The instructors may wish to include in this activity a list of attitudes the participants, as a group, wish to keep.

Option: This exercise can be adapted to address unrealistic stereotypes of both positive and negative attitudes we hold about either men or women. It is just as important to give up positive attitudes that are unrealistic as it is to give up negative ones.

a. Ask participants to nominate stereotypes to be given up. One instructor should record these to assure group participation.

b. Talk about "what I have to put in place of the stereotype I gave up so I still feel protected." (Instructors may need to refer to the functions of stereotypes in the section on For Instructors Only.)

c. Discuss the steps necessary to accomplish giving up an unrealistic attitude or stereotype:
   - Analysis
   - Reflection
   - Risk taking, a step for which there's no real insurance policy
   - Perseverance

PART III – PLAN OF ACTION

Objective 1

While examining the requirements for the courses they teach, participants will, either alone or with others in related fields, determine if any course requirements would exclude participation by female students.

Activity 1

Materials: Paper, pencils; chalkboard or flip chart

1. Particpants are to write a list of the requirements for students entering their courses. Two or three participants may be encouraged to work together to compile a single list if their teaching fields are similar.

2. After each person has completed his/her list, ask any participant to name any course requirement a competent woman could not meet. One instructor can write on the chalkboard or flip chart while the other leads the group. Again, this is a group list and not meant to single out any individual.

Objective 2

Working alone or with others in fields related to courses they teach, participants will analyze classroom procedures to identify the factors which contribute to successful performance by either men or women students.

Activity 1

Materials: Paper, pencils; chalkboard or newsprint

1. Ask each participant to fantasize his/her classroom.

   Suggested Comments:

   Think about the way your classroom looks, sounds, smells; the colors, pictures, tools or equipment there.

   Think about the atmosphere students find when they enter.

   What words are used? Is there any language used by you or by your students which reflects stereotypes of women?

2. Ask participants to keep in mind their classrooms as they have fantasized them.

   Suggested Comments:

   What happens in this classroom which would encourage the success of your students? What specific methods do you use to encourage student involvement in course work? What keeps interest high? Will you name to yourself at least one very important factor contributing to the success of any student in your classroom?

   Think specifically about your teaching methods.

3. Ask participants who are willing to share the one factor they thought of first as being very important for success in their classrooms.

   One instructor can write the factors on the chalkboard or newsprint while the other leads the group discussion.

4. After the list of factors is on the chalkboard or newsprint, ask if any participant can identify factors which specifically contribute to the successful performance of male students but do not apply to women students.

   The instructor should place an asterisk next to any factors which contribute to the successful performance of male students but do not apply to women students so that these items can be easily seen as instructors move the group into the next activity.

Option: A related filmstrip or another audiovisual resource can be inserted here as a lead-in to the force-field analysis. It can be reacted to with discussion or simply shown without too much comment. Other alternatives are to use it at some point during Part I or as a closing activity. In the demonstration of this model, the filmstrip worked most effectively prior to the force-field analysis.

The filmstrip that was used was "Non-Traditional Careers for Women."* Other suggested films are included in the bibliography. Check with your local library, school system, or local Bureau of Apprenticeship and Training for a film loan or other suggestions.

Objective 3

Working with other participants in the workshop whose teaching fields are most closely related to their own, participants will develop a Plan of Action for increasing the numbers of qualified women in their courses and maximizing the possibilities of success for those women after they are enrolled.

Activity 1

Materials:	Force-Field Analysis Exercise and worksheet for each participant (see pages 346-347); pencils

1. Distribute copies of the Force-Field Analysis exercise and worksheet.

2. Each participant is to choose one or two other participants to work with to form a Plan of Action for increasing the number of women students in their courses.

Note: Exercise material follows Closure.

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*By Pathescope Educational Films, Inc.

3. After each group finishes make a Plan of Action, invite volunteers to share with the total group some part of the plan or insights their small group gained while working on the plan.

4. Engage the group in a closure activity.

   Example: "If I do not recruit more women students for my classes, I will lose. . ."

   "If I do recruit more women students for my classes, the benefits will be. . ."

CLOSURE

Closing comments should be made. Time should be allotted for the completion of any post-measurement documents and any workshop evaluation instruments. Refer to the Closure section of the Basic Model for additional guidelines, if needed.

FORCE-FIELD ANALYSIS*

Goal: To increase the number of women students in my class on (subject)

Restraining Forces	Status Quo	Helping Forces
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.
7.		7.
8.		8.
9.		9.
10.		10.

If the goal is achieved, the line moves to the right. If not, it moves to the left.

1. List 10 helping and 10 restraining forces.

2. Look at the helping forces you have listed and note what they are. We will not try to work with them.

3. Draw a line through all the restraining forces you can't do anything about.

4. Rank the remaining restraining forces in terms of strength:

   A. Very strong
   B. Moderate
   C. Weak

5. Decide not to worry about the restraining forces ranked as weak (C's).

6. Brainstorm on all the "A's," one at a time. Get as many ideas as possible, even if they seem far out. Whether it works or not doesn't matter at this point: you want ideas, all the possibilities. Do this aloud in a group. What one person says probably will give another person an idea.

7. Take all the "A's" and think seriously about them. List five things you could do to reduce the restraining force of each.

8. Put the actions you could take to reduce the restraining forces into a sequence form. The data you already had plus the ideas you got in brainstorming give you suggestions for ac action.

Sequence for Action	date	date	date	date	date
	action	action	action	action	action

---

*Adapted from experience and a multitude of sources.

FORCE-FIELD ANALYSIS WORKSHEET

RESTRAINING FORCES	Status Quo	HELPING FORCES
1.		1.
2.		2.
3.		3.
4.		4.
5.		5.
6.		6.
7.		7.
8.		8.
9.		9.
10.		10.

MODIFICATION 6
THE FAMILY WORKSHOP

Modifications were designed to provide as well a workshop that could complement others and specifically add to the workshop for the re-entry woman. It was felt that the woman re-entering the work force would need a positive support system while making the transition from homemaker to either full- or part-time employee. Those who could most logically fill this need are close family members.

Many family members have experienced difficulty in adjusting to the changes that occur in the household when the mother/wife begins changing. There can be lack of understanding about why the move is necessary – either for personal satisfaction or because of financial pressures that require income from more than one salary. There can be resentment because the personal schedules and desires of individual family members may be disrupted. There can be emotional adjustments required because role identities may become confused or may increase in complexity instead of being relatively clear-cut. The responsibilities and contributions of individual members to the household activities and social life may require adjustment or change.

However, when family members are given some realistic information about what they can expect to experience, when they can examine possible changes and work out conflicts in advance, when the desires and feelings of each member are considered, many of the frustrating problems and misunderstandings can either be solved or at least softened. Time and experience cause the change to become more comfortable.

With these thoughts in mind, the family workshop was designed. It was designed in the hope that the primary members of the household would experience the workshop together, whether the relationship was validated by a marriage contract or a live-in relationship; or whether the woman was a single head of household with children and possibly an aging parent.

Two models were developed. Model A was designed as a six-week, didactic/experiential workshop. Model B was designed as an all-day seminar.

MODEL A

Concentrated and aggressive recruiting efforts for participants to experience this model were unsuccessful. Aggressive personal recruiting, display advertising in the daily papers, and flyer distribution did not yield sufficient people to justify the costs required for workshop presentation. If the workshop could be offered either immediately following or in conjunction with other workshops, perhaps sufficient interest and registration would be achieved.

The workshop was designed in outline form, with full development of later sections based upon the needs and desires of the actual participants. Its entirely, therefore, was not completed. We feel there is a tremendous need for an experiential, supportive – **not therapeutic** – workshop of this kind. The following material is included in the hope that it will stimulate others to build on this tentative initial effort.

A 16-hour time frame was established. This can be spread for a concentrated period over one weekend, divided over two weekends, or presented nightly for several evenings. Being sensitive to the problems and costs of babysitting, the stresses of full work days, and other time demands on family members, however, we decided to conduct the workshop over a six-week period.

Model A – Overall Objective

Given information about factors which influence relationships in a dual-career family, the participants are to identify patterns presently operating in their families, to explore alternative patterns, and to establish a process for modifying those patterns they wish to change.

Structure

Participation:	Couples only, with the exception of one night including children
Schedule:	2½ to 3 hours, once a week for six weeks: total 16 hours. The first half is devoted to lecture, discussion and experiential activities; the second half to be devoted to a non-structured discussion group centered on family relationships.

Goals for the Non-Structured Discussion Group

In interactions, seek to:

1. Become more comfortable with openness and self-disclosure
2. Allow ourselves to trust others and to take risks
3. Emphasize positive aspects
4. Offer caring and respect for others
5. Experience the developmental process of personal and family growth (not therapy)

6. Explore alternatives and options
7. Establish better control over our lives

Grounds Rules for the Workshops

1. Get to the meetings on time
2. Use time wisely during workshop activities
3. Talk to people; not about them or for them (confidentiality, trust)
4. Participate in the discussions

Opening Session

Administer "A Marital Communication Inventory" by M.J. Bienvenu, Sr. The purpose of the inventory is to help each family focus on the marriage relationship in a way that will stimulate healthier communication and promote a better understanding of the interaction between family members. The results of the survey were to be used during Session 2 as a basis for talking and working on communications skills within the marriage. The results of the inventory were to be kept confidential. A similar inventory was to be repeated at the end of the workshop to let participants see if in fact there had been any change in the communication of spouses.

Objectives by Session

Session 1 – To facilitate communication among members of a dual-career family, the participants will become aware of and practice specific skills in both verbal and non-verbal aspects of the communication process (e.g., empathy, body language).

Session 2 – To maintain stability during periods of adjustment in dual-career families, the participants will learn to identify normal patterns of adult and family development.

Session 3 – To clarify discrepancies between reality and expectations in roles of family members, primarily husband and wife, the participants will identify the roles of each family member and negotiate re-definition of these roles.

Session 4 – To balance family and career without depleting energy sources, the participants will investigate alternative models for dealing effectively with stress and for managing career-related conflicts.

Session 5 – To provide adequate nurturing for children in a dual-career family, the participants will explore models for involving children in the process of maintaining a stable family environment.

Session 6 – Using information about communication processes, developmental stages of adult and family units, dealing with stress, role expectations, and parenting as these issues are affected by dual-career families, the participants will formulate a positive plan for reaching family-oriented goals.

Session Outlines

Session 1 – Communication
Introduction
Overview of Seminar
Operational Details
Name Tag Activity
Lecture and Introduction to Communication

Session 2 –
1. Summary of life stages as described in *Passages*, including men's and women's life patterns.
   Activity: Construct a life line with self-descriptions and significant events listed along a line from 0 to 50.

2. Discussion of child development with emphasis on Dreikurs' model, including goals of misbehavior and style of discipline.
   Activity: Role play disciplinary events involving children.

3. Discussion of family systems, based on Luthman and Kirschenbaum.
   Activity: Identify family mottoes (father knows best, we never fight, etc.).

Session 3 – Discussion and emphasis upon roles within the family unit, including sex-based roles, sexuality, and factors such as money, time management, household maintenance and other potential conflict areas.

Session 4 – Identification of causes of stress, many of which were discussed in previous sessions; and discussion of ways to reduce stress, experimenting with ways to relax as described in *The Relaxation Response*.
Activity: Guided fantasy, systemaic relaxation, creating mental images.

Session 5 – Family night
Activities: Kinetic family drawing, a group painting activity by the family unit; and developing a list of how children's lives will be affected by mother's working, and the advantages and disadvantages as seen by the children. Parents will discuss how they hope the children will remember this particular time in their lives. Family touch exercise (family members will touch each other silently).

Session 6 – Summary and evaluation: Where do we go from here? Goal setting and decision making based on what members have learned from the workshop.
Activities: Writing a marriage contract and a five-year plan, with long- and short-range goals.

Note: Workshop would also provide a diversity of handout materials and a good bibliography to assist participants in pursuing further resources.

MODEL B

The second design for a family workshop was offered to the general public. It was for anyone interested in the relationships of family members where both spouses were working; where there was a single head of household with dependent children; or where the mother was considering entering or re-entering the work force. The workshop was an overview of important elements to be considered. It provided interactions and discussions, together with an extensive packet of take-home materials on topics related to the seminar; and it included available resources should participants desire specific help.

The same difficulties with recruiting were encountered with this model as with that of Model A. It was presented at a local motel conference room, with 15 in attendance. Only the basic outline of the sections is given, as a catalyst from which you can adapt materials and exercises to fit community needs. The design works easily with 15 participants. It is also elastic enough to accommodate a rather large audience, which can be broken into smaller groups for discussion.

Title:	"A Family Affair – or How to Improve Your Juggling Act between Work and Home"
Personnel:	Workshop coordinator Six leaders
Topics:	Women in the Work Force Life Styles: The Single Parent The Dual-Career Couple Communications Role Expectations Closure
Schedule:	Full-Day Seminar – 9:00 a.m. to 4:30 p.m.

I. Registration

Welcome and introduction
Explanation of the need for family workshops
Outline of the day's activities

II. Women in the Work Force

The purpose of this section was to cover the myths and statistics (the reality factors) about women in the work force, and to assist participants in understanding where women have come from in the work force historically, where they are today, what progress has been made in which areas, and some of the areas still needing attention. The lecture included some history and facts and figures from various sources, and touched on the current status of women in higher education, science, medicine, government, business, and the arts. It also covered some concerns of women workers, such as equal pay and equal employment, sexual harassment, and dealing with traditional views of the family versus those of work.

(After each presentation of the seminar, ample time was allowed for questions and discussion between participants and presenters.)

III. Life Styles

The Single Parent

This session was presented by using a role model who shared her life experiences as a woman in the work force: from before marriage to marriage through divorce and becoming a single head of household. She discussed openly and honestly the difficulties she encountered, how she went about solving them (some successfully; some not so successfully), how and why she was employed in her present career, where she hoped to progress, and some of the problems she continues to encounter.

The Dual-Career Couple

This segment was a discussion by a two-career family. It was a second marriage for both role models that combined children from each of the previous marriages. The discussion centered around how they set personal and family goals; how they managed to allocate time, activities, and money; problems they had encountered dealing with the changes from holding traditional views to becoming two professionals with full-time careers; the current status of their marriage as they say it; and where they hoped to be as a family in five years.

IV. Communications

Presented by a consultant in organizational behavior, this section included both lecture and experiential work. The focus was on change, how to relate to change, and how to work effectively at positive communications in the light of change to improve family relationships and decision-making processes.

Experiential exercises included in the Communications section were types of communications (verbal and non-verbal), active listening, fighting fair, brainstorming, resolving conflict, and choosing appropriate versus inappropriate times for family discussions.

V. Role Expectations

This segment was primarily a group discussion, covering how we come to acquire the roles we do; what we expect of ourselves as well as others; and how to go about dealing with change when the perceived roles begin to shift.

Information was given regarding seeking alternatives for change, examining how value systems influence expectations, resolving differences in values, establishing and achieving family goals, dividing workloads, and deciding how to involve children. Some general information on time management was also included.

VI. Closure

Workshop Evaluation Instrument

Note: The film "Anything I Want to Be" (see bibliography) was shown prior to the Role Expectations session to facilitate discussion.

A comprehensive packet of materials was presented to participants for after-the-fact reading. It included cartoons, information, articles, resource lists, and a bibliography on the following areas:

Women in the Work Force
Self-Exploration
Credit and Other Rights
Sex-Role Stereotypes
Activities
Dual-Career Couples
Parenting
Communication
Sexual Issues
Resources

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AUDIOVISUAL MATERIALS RECOMMENDED FOR USE IN THE NON-TRADITIONAL WORKSHOP

TAPE RECORDING

"And That's What Little Girls Are Made Of"
San Francisco Media Workshop
225 Corbett Street
San Fracisco, CA 94114

"The Story of Sleeping Handsome," 5-minute segment of above tape. A humorous fairy tale showing sex-role stereotyping with men and women in reversed roles. Recommended for use near mid-point in the workshop, when participants are identifying positive and negative stereotyping of both men and women.

FILMS AND FILMSTRIPS

"Other Women, Other Work"
Churchill Films
662 N. Robertson Blvd.
Los Angeles, CA 90069

16mm; 20 minutes. Shows women entering traditionally male career fields: a pilot, journalist, carpenter, truck driver, scientist, and veterinarian. Recommended for use early in the workshop.

"Jobs and Gender"
Guidance Associates
757 3rd Ave.
New York, NY 10017

Sound filmstrip; Part I, 63 frames; Part II, 62 frames. Discussion of sexual stereotyping and career barriers. Interviews with a male kindergarten teacher, male nurse, female carpenter, and female newspaper reporter. Recommended for use early in the workshop.

"Non-Traditional Careers for Women" (Part I recommended)
Pathescope Educational Films
Pathescope Educational Media, Inc.
71 Weyman Ave.
New Rochelle, NY 10801

Sound filmstrip; two parts: fifteen minutes each. Gives a short history of women in the world of work. Shows women in white- and blue-collar non-traditional careers. Because of its evangelical tone, recommended for use toward the end of the workshop. Good minority representation in filmstrip.

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"The Sky's the Limit"
Apprenticeship Program
U.S. Department of Labor
Washington, DC

16mm film; 30 minutes. Could be used early in the workshop to show women functioning well in non-traditional roles. Specific focus on women in apprenticeship, but general enough to have application to women in all non-traditional careers.

"Anything You Want to Be"
New Day Films
P.O. Box 315
Franklin Lakes, NJ 07417

16mm black-and-white film; 8 minutes. Could be used early in the workshop to show cultural conditioning and sex-role stereotyping of women. Excellent catalyst for discussion in any of the workshops.

RECOMMENDED FOR FACULTY READING

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Prakken Publications, Inc.
P.O. Box 623
416 Long Shore Drive
Ann Arbor, Michigan

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American Vocational Journal 45 (Dec., 1970): 21-23
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1025 15th St., N.W.
Washington, DC 20005

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Monthly Labor Review 96 (August, 1973): 76
U.S. Dept. of Labor, Bureau of Labor and Statistics
441 G St., N.W.
Washington, DC 20212

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Washington, DC 20037

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1225 19th St., N.W.
Washington, DC 20036

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Journal of College Placement 33 (Feb., 1973): 36-40
College Placement Council, Inc.
P.O. Box 2263
Bethlehem, PA 18008

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Atlantic Monthly 225 (March, 1970): 99-102
8 Arlington Street
Boston, MA 02116

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American Education 11 (Dec., 1975): 11-15
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

"Women: Their Impact Grows in the Job Market"
U.S. News 82 (June 6, 1977): 58-59
2300 N. Street, N.W.
Washington, DC 20037

OTHER

WOMEN'S CENTER OF DALLAS – SLIDE SHOWS

"Women in Control" – This presentation effectively accompanies an Employment Resource & Training Service Orientation Session or a workshop for Career Alternatives for Teachers. Women in professional positions talk about career changes, preparation qualifications and general information about their positions. Consists of 70 color slides with synchronized audio cassette tape. 20-25 minutes.

"Women in Demand" – Representative women in non-traditional jobs in the skill trades and technical areas share information about their field. Consists of 50 color slides with synchronized audio cassette tape. 15 minutes.

For more information, write The Women's Center of Dallas, 201 McKinney, Suite 300, Dallas, Texas 75201.

FINAL REPORT AND ANALYSIS OF THE CAREER INTERNSHIP PROGRAM: A Career Exploration Program for Adult Women. For further information contact Trudy Shay, Career Internship Program, c/o The Women's Center of Dallas, 2001 McKinney, Suite 300, Dallas, Texas 75201.

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